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ARTS FACULTY COUNCIL

Minutes of Meeting of May 13, 1975

2:00 - 5:00 p.m.

PRESENT: R. G. Baldwin (Chairman), B. R. Abu-Laban, R. F. Anderson, D. Bai. D. Barbour, M. F. Bauer, D. Bessai, J. W. Bilsland, F. D. Blackley, W. A. Blanchard, E. D. Blodgett, N. Bonvalet, R. Bosley, R. J. Buck, F. F. Bueckert, C. J. Bullock, R. L. Busch, D. J. C. Carmichael, R. Cirillo, F. Clandfield, J. D. W. Crowther, K. R. Cunningham, G. Dacks, R. J. E. d'Alquen, R. A. Davey, A. K. Davis, J. J. Delehanty, F. A. de Luna, C. Dimic, M. V. Dimic, J. Dix-Hart, C. Q. Drummond, M. Duciaume, W. Eastman, E. Egert, F. C. Engelmann, M. Faulkes, G. Fearn, L. T. Fitz, J. A. Forbes, J. F. Forrest, J. Fox, R. Frucht, P. Gallivan, R. Gruhn, E. W. Guernsey, D. J. Hall, H. A. Hargreaves, W. A. Harrell, T. F. Hartnagel, R. P. Heron, R. R. Hett, C. W. Hobart, D. Jackel, D. C. Johnson, P. L. Knight, J. Lauber, H. T. Lewis, J. MacIntyre, M. W. MacKenzie, G. Marahrens, A. M. Mardiros, U. Margolin, E. Marxheimer, L. N. McKill, J. S. McMaster, R. J. Middleditch, P. A. R. Monod, R. G. Motut, S. R. Munro, J. M. Nelson, T. M. Nelson, G. Nettler, R. M. Nielsen, N. A. Page, N. J. Parker-Jervis, G. S. Paul, C. T. Peacocke, T. C. Pocklington, T. L. Powrie, T. M. S. Priestly, M. Prokop, A. H. Qureshi, F. Radford, E. Reinhold, P. A. Robberecht, T. Rolston, M. L. Ross, M. Sasonkin, P. A. Schouls, S. A. C. Scobie, A. Scott, R. Silvester, R. C. Smith, R. Stangeland, D. G. Steele, V. A. Stobee, S. Strombergs, R. A. Sydie, E. Waugh, M. A. Whitaker, R. G. Whitinger, N. Wickenden, B. W. Wilkinson, R. R. Wilson, N. Yates.

1. Tribute

At the start of the meeting the following tribute was presented by Professor Hett:

DR. CEDRIC JAMES LOWE

> Cedric James Lowe, Professor of History, Chairman of the Department of History, died April 26 as the result of an automobile accident. He was 45 years old.
>
> Cedric Lowe joined the staff of the University of Alberta in July 1968, at the rank of full Professor. He was named Chairman of the Department of History in July 1973. He had recently tendered his resignation from that position in order to accept a year's Visiting Professorship at the University of Victoria.
>
> Born in Bath, England, on January 4, 1930, Professor Lowe took his early schooling in that city before entering University College, London to read Medieval and Modern History. He received a B.A. Honors (First Class) from the University of London in 1952 and two years later, at the age of 24, he was awarded a Ph.D. There followed full-time appointments at the University of Durham, 1954-62, and at the London School of Economics, 1962-68.
>
> During the mid 1960's Professor Lowe began to produce his first published works on diplomatic history: books and articles which were to establish him as a world authority on modern diplomatic history. Salisbury and the Mediterranean, his first book,

appeared in 1965, followed in 1967 by a two volume study entitled The Reluctant Imperialists. In 1972, a three volume work, The Mirage of Power by C. J. Lowe and M. Dockrill, was published, and just this year another joint-authored work (with F. Mazari), Italian Foreign Policy, 1870-1940, received publication.

In addition to these major works, Professor Lowe contributed chapters to the Cambridge History of Foreign Policy, and had many articles published in leading historical journals. He was editor, for Routledge, of a series entitled "The Foreign Policies of the Great Powers 1870-1939," of which several of the projected fifteen volumes had appeared.

As a brilliant scholar and teacher, Cedric Lowe inspired many students to enter upon the study of diplomatic history. It is to be hoped that they will continue the work in which he was so actively engaged.

His students, friends, and colleagues are stunned by the tragic demise of a scholar and a gentle man. Their heartfelt sympathy goes out to his wife, his children, and his family. Tributes such as this are an inadequate expression of the loss they and we have suffered.

Professor Hett moved, seconded by Professor Marahrens, THAT the tribute be read into the record of the Council, and that it be conveyed to the members of Professor Lowe's family. The motion was adopted by general consent of Council.

2. Report of the Committee on Academic Standing, May 1975

Members had before them the May 1975 Report of the Committee on Academic Standing, together with a list of corrections on a supplementary sheet dated May 13 (the latter having been incorporated into the main body of the copy of the Report which is attached to the official Minutes).

2.1 Graduands

It was moved by Professor Smith, seconded by Professor Blanchard,

> THAT Council approve the recommendations of the Committee on Academic Standing, pp.1-9 inclusive, as corrected.

Motion carried.

2.2 Students who failed to meet the requirements for their degree

The list was received in confidence for Council's information.

3. Report of the Honors Committee, May 1975

[The Report having been distributed to Council prior to its discussion, a copy is attached to the official Minutes only.]

It was moved by Professor Nielsen, seconded by Professor MacKenzie,

> THAT Council approve the recommendations in sections 1 and 2 of the Honors Committee Report (graduands and other awards).

Motion carried.

It was then moved by Professor Nielsen, seconded by Professor Munro,

> THAT the balance of the Honors Committee Report (sections 3, 4, 5 & 6) be adopted by Council.

Motion carried.

4. Executive Committee Reports

4.1 Executive Report, March 19 & 21, 1975

[The Report having been distributed with the agenda for the meeting, a copy is attached to the official Minutes only.]

It was moved by Professor Hargreaves, seconded by Professor Hett,

> THAT the Executive Report of March 19 & 21 be approved by Council.

Motion carried.

4.2 Executive Report, April 18 & 30, 1975

[The Report having been distributed with the agenda for the meeting, a copy is attached to the official Minutes only.]

Two items were removed for separate consideration:

Item 3.4 Selection Committee: Chairman, Department of History

Council's attention being directed to the section of the Report dealing with student membership on the Committee, the name of Robert Lewis was automatically placed in nomination. It was moved by Professor Buck, seconded by Professor Egert, THAT nominations cease.

Motion carried.

It was noted for information that Mr. Lewis would be the sole student member on the Committee, there being no student from the Department of History who was willing to serve.

Item 4. GFC Referral: Composition of Selection Committees for Deans and Directors

The Executive's recommendation was moved by Professor Eastman, seconded by Professor Nettler:

> THAT this Council report to GFC that it endorses the existing make-up of the GFC Selection Committee for Deans and Directors.

On the grounds that Department Chairmen are associated with the Dean in a somewhat different manner than are staff and students, an amendment to the motion was moved by Professor Schouls, seconded by Professor MacKenzie:

> THAT the Faculty of Arts propose an addition to Selection Committees in its case: the addition of a Department Chairman from the Faculty of Arts elected by the Chairmen of the Faculty of Arts (it being understood that the individual would not be a candidate for the position of Dean).

Amendment carried.

Motion, as amended, carried.

It was then moved by Professor Nettler, seconded by Professor Eastman,

> THAT the Executive Report of April 18 & 30 be approved by Council.

Motion carried.

4.3 Chairman, Canadian Studies Committee
[This item was an addition to the order of business, committee memberships normally being reported in the body of the Executive Report.]

Dean Baldwin reported that according to procedures adopted by Council the Committee charged with the administration of Canadian Studies met and selected Professor Gurston Dacks, a member of the Department of Political Science, as its nominee for Chairman of that Committee. It was moved by Professor Motut, seconded by Professor Munro,

> THAT this Council ratify Professor Dacks' appointment as Chairman of the Canadian Studies Committee.

Motion carried.

4.4 Executive Report to Council on its Enquiry into Departmentally Disputed Grades in Sociology 364 (Prof. A. K. Davis)
Members had before them i) the Executive's report to Council, and ii) a submission from Professor A. K. Davis entitled "Rejoinder" dated May 10, the latter having been distributed by Professor Davis prior to the start of the meeting. Copies of these documents have been attached to the official Minutes.

For the benefit of those members of full Council who were not familiar with the previous discussions in Executive Council, Dean Baldwin reviewed very briefly the circumstances surrounding the enquiry (the events having already been recorded in the Executive Reports to Council dated December 19, 1974, January 22, 1975, February 10 & 24, 1975, and in the Minutes of the Executive Council meetings of February 3 and March 3, 1975). The Dean pointed out that normally disputes would be settled within a department, but that, where there are irreconcilable differences and in the absence of legislation bearing upon the issue, only Council could act. Members were reminded that the enquiry into the dispute was instituted in accord with procedures approved by Council and that although the Executive Committee at one point had decided to discontinue its enquiry into the particular case (because questions were being formulated about the larger issues which were involved), it was directed by Council to continue (on February 3 by a one-vote margin, and again on March 3 when a motion to rescind Council's earlier instruction was defeated 27-18). The Executive was also instructed to formulate guidelines to govern such cases in future, using its experience in the Sociology dispute (the general guidelines being the next item of business on the agenda). The Executive resumed its enquiry but over a period of some six weeks to two months was met with a continuing refusal by Professor Davis to release his final papers (his conditional refusal being a late development (Feb. 28/75)). The essence of the Executive report was that, having repeatedly been denied access to material which had a direct bearing upon the

Sociology dispute, it was frustrated in its efforts to proceed with an enquiry, as directed by Council. The Executive felt that Professor Davis should be formally censured for obstructing Council in the conduct of its business. However, it took the position that it was under the circumstances Council's responsibility to put the motion of censure, if it saw fit.

At the conclusion of his review, Dean Baldwin referred to two related developments which were not in the report of the Executive Committee (being outside the strict limits of the immediate issue), but which had been raised in Professor Davis' submission: i) Professor Davis had asked GFC on April 16 to reconsider its decision of March 3 (that it would be undesirable to impose uniform procedures on all Faculties where grades are at issue, and that as far as GFC was concerned the procedures that Arts had been following were acceptable); ii) the Dean had to approve three sets of grades in the current term that were unacceptable to Professor Davis' chairman, and under existing procedures must now enquire into these circumstances on Council's behalf.

Professor Davis, having asked to be recognized, drew Council's attention to specific sections of his submission:

p.1 A reference to discussions of grade distributions which took place in the Department of Sociology in the fall of 1974 and which did not culminate in any motion on the issue.

p.2 The issue of reassessment, i.e. the issue of another instructor's competence to review the type of course conducted by Professor Davis.

Professor Davis' contention that Executive Council had no authority to act in the dispute.

p.3 In Professor Davis' view, the grading dispute was contextural, being related to other issues within the Sociology Department.

p.4 Professor Davis referred to a list of items which had been submitted to the Executive Committee and which he felt established the good conduct of his course. Professor Davis also noted that he had never been invited to meet with the Executive.

p.5 A reference to the conditions under which Professor Davis would release his final papers.

p.6 In essence, a summary of Professor Davis' position.

Appendix "General Summary Statistics" - An analysis of the mean grades in 154 Sociology sections (200- and 300-level) in the period 1972-73 and 1973-4 prepared by Professor J. Fox.

Professor Davis having concluded his submission, Dean Baldwin said that it was not his intention to enter into a debate with a member of Council but that there were statements made with respect to Executive Committee procedures which he felt must be clarified as matters of information:

1. [Ref. the statement that Executive Council had no authority to act.] Section 43 of The Universities Act states that a Council "may delegate any of its powers, duties and functions under this Act as

it sees fit." The University solicitors have indicated that this means precisely what it says (Arts Council having delegated its power to Executive Council since 1966).

2. Professor Davis' comment that he had not appeared before the Executive Committee personally was quite correct. The point to the Executive Report was that it had never judged Professor Davis' grades. As a first step in a very careful and deliberate process the Executive asked Professor Davis and the Chairman of Sociology for specific documentation relating to the dispute (the latter having complied fully with the request). The Executive was reporting on an enquiry that it was unable to bring to conclusion because it had been refused access to relevant material. It had not begun its hearings (the Sociology Chairman never having been before it either).
3. The conditions which Professor Davis had specified at the end of February for the release of the papers included, as he had stated, his prior agreement on who would do the reassessment. That in itself was considered premature by the Executive since--not having seen the papers--it was never in a position to determine whether reassessment was practicable. Professor Davis had also stipulated that the AASUA Welfare Committee would have to participate. The Welfare Committee did not, however, wish to take part in a procedure which it considered to be under the jurisdiction of Council.
4. The survey of grade-sheet signing practices in 26 Canadian universities (p.4, Prof. Davis' submission) did not raise the question of what procedures there were for handling disputes over grades where an impasse occurs (i.e. in situations that are other than "routine").

The Chairman of Sociology then sought to clarify two points:

1. [Ref. the fall/74 discussions in the Sociology Dept.] Professor Hobart emphasized that there had been no attempt to impose a set distribution of grades. He was at that time simply attempting to arrive at a procedure whereby grading disputes could be handled within the department.
2. Professor Hobart said that his sole concern was that the grading be done fairly for all students--whatever the course and/or instructor. In this respect he pointed out that in the current academic year he had queried other grade distributions where the marks appeared to be either too high or too low, the issues having been successfully resolved between the Chairman and the other instructors.

It was moved by Professor d'Alquen, seconded by Professor Faulkes,

> THAT Professor A. K. Davis be formally censured by this Council in the context of the Executive Committee Report (i.e., for obstructing Council in its enquiry into the dispute over his grades in Sociology 364).

A question was immediately raised about the practical results, were the motion to be adopted. In response, Dean Baldwin said that he could not detect any consequences of a statutory, legal, or contractual nature. In his view it would have the traditional force of a motion of censure, i.e. it would express a considered judgement by a group of colleagues charged with doing a specific task of another colleague who had come within its

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purview. Whether or not Council passed a motion to censure would have little bearing on matters outside its responsibility.

The debate having been opened to the floor of Council, various members took advantage of the opportunity to speak for and against the motion, the arguments being based on their reading of the documentation before Council, and including individual interpretations of The Universities Act. The comments in some cases anticipated the debate on item 4.5 below (ref. the assigning of grades, the custodianship of standards, etc.). For the most part, however, the convictions expressed were a reflection of statements contained either in the Executive Report or in Professor Davis' rejoinder, and, therefore, they are not recapitulated in the main body of the Minutes. Members exchanged views for the better part of an hour and a half. At 4:00 p.m., with a number of agenda items yet to be discussed, a motion to table to an unspecified time was moved by Professor Pocklington, seconded by Professor Wickenden (in order to expedite the business of Council).

Motion to table defeated.

The vote was then taken on the motion to censure.

Motion to censure defeated.
[51 to 47]

4.5 Executive Report to Council on the Reconciliation of Grades
[The Executive Report and a summary of its recommendations dated May 13 having been distributed to Council in advance of the meeting, copies are attached to the official Minutes only.]

Council's attention was drawn to the following points:

i) that one or two necessary words were inserted in the summary of recommendations (on which Council would be voting) that had been omitted from the Report itself;

ii) that in recommendation 2.(a) (the operative recommendation: "The Dean may sub-delegate....") the use of the word "may" (rather than "shall") was deliberate;

iii) that the recommendations--which deal with exceptional circumstances--are addressed to the whole process of establishing results, not merely the grade for the final examination;

iv) that, were the recommendations to be passed, Council would thereby be delegating its authority in the matter of reconciliation of grades (although that delegation could of course be withdrawn at any time, if Council saw fit).

It was moved by Professor Nettler, seconded by Professor Bueckert,

> THAT the recommendations of the Executive Committee reporting on reconciliation of grades dated May 13 be approved by this Council.

At the outset of discussion a recommendation was made that there be a clear distinction between the giving of grades (the instructor's responsibility) and making them official (the role of the chairman). Given this distinction it was submitted that, were the chairman unwilling to make grades official, he/she would not then participate in the giving of a grade--the instructor's original responsibility being assumed by a separate committee.

In response, Council's attention was drawn to recommendation 2.(b), which would allow for latitude from one department to another (i.e. a process would be arrived at which would be satisfactory to a given department). It was also noted that implicit in the recommendations is the assumption that those making the change in grade would be responsible for justifying the change.

In response to a request from the floor of Council the chair divided the question, recommendations 1.(a) and 1.(b) being separated from the main motion.

Recommendation 1.(a)
An amendment was moved by Professor McMaster, seconded by Professor Dimic, whereby the first sentence in the Executive report would be extracted and become the first principle in the summary of recommendations:

> Since under our system the instructor is incontestably in the best position to assess the performance of his students, the grade specified by him will, in the great majority of cases, be the grade that is finally assigned.

Amendment carried.

Under the amended document the original recommendations 1.(a) and 1.(b) were renumbered 1.(b) and 1.(c) respectively.

Recommendation 1.(b)

> The department, through the department chairman, is in the first instance the custodian of standards and acceptable grading practices within the department.

By general consent an editorial change was made whereby the adjective "acceptable" was shifted so that it would precede the word "standards."

An amendment was moved by Professor Busch, seconded by Professor Dimic,

> THAT the words "in the first instance" be struck from the recommendation (on the grounds that, with the addition of item 1.(a) above, the phrase was no longer applicable).

Amendment carried.

An amendment was moved by Professor Marxheimer, seconded by Professor Abu-Laban,

> THAT the words "standards and" be struck from the recommendation.

Speaking against the motion, one member reminded Council that it was not dealing with a document which sets out principles about grades; it was legislating on procedures which were designed to deal with exceptional circumstances where the grades themselves were in dispute. Here it was noted that staff bring to the University their own standards and that, in the interests of a certain homogeneity, it was essential that these be viewed in a departmental, Faculty, and University perspective.

Amendment defeated.

Recommendation 1.(c)

> An instructor is expected to cooperate in Faculty efforts to establish results acceptable to the Faculty.

By general consent an editorial change was made whereby the phrase "In the case of dispute" was inserted at the beginning of the recommendation.

An amendment was moved by Professor d'Alquen, seconded by Professor Marahrens,

> THAT the words "departmental and" be inserted, so that the recommendation would read "...cooperate in departmental and Faculty efforts...."

Amendment carried.

The vote was then taken on recommendations 1.(a), (b) and (c), as amended.

Motion carried.

In view of the time and of the need to deal with item 5 which follows, it was moved by Professor Buck, seconded by Professor Abu-Laban,

> THAT the remainder of the Report on reconciliation of grades (recs. 2-4)be deferred.*

Motion carried.

* Two notices of amendment were thereby deferred:

Professor Silvester: THAT recommendation 2.(b) be amended to read "...in consultation with the instructor and other members of the staff."

Professor Schouls: THAT the final sentence of recommendation 3 be amended to read: "In courses without final examinations, each student is required to provide a duplicate of one substantial piece of term work; this duplicate is to be obtained by the instructor, and is to be retained in the department for the chairman's use, as needed."

5. Report of the Course & Calendar Change Committee, May 13, 1975

By general consent Section I of the Report was removed for immediate consideration, the balance of the Report being deferred until the next meeting.

It was moved by Professor Powrie, seconded by Professor Dacks,

> THAT the following courses be accepted for offering in 1975-76:

CLASSICS: Reduce Classics 200 to a single term course as follows:

201 Literature of Greece and Rome *3 (either term, 3-0)
Introduction to literature of Greece & Rome (in English translation). A limited number of major works will be analyzed, representing most important genres, including epic, drama and history. Note: A full session course prior to 1975-76.

Report of the Course & Calendar Change Committee, May 13, 1975

Motion (cont.)

*HISTORY: New Courses

385 History of Science and Technology in China *3 (either term, 3-0)

The development of science and technology in China from earliest times to the present. Note: Formerly "Tropical Africa," a full session course.

393 Iberian History *3 (First term, 3-0)
A survey of Spanish and Portuguese history.

Motion carried.

* A Recommendation in Section I of the Report that History 395 be divided into two single term courses (and History 395 thereby cancelled) was deferred, pending the outcome of discussions between the Departments of History and Classics.

6. Tribute
On behalf of the Classics Department, Professor Buck informed Council that Professor M. W. MacKenzie was not only vacating the chairmanship, but would be retiring from the University effective August 31, 1975. Professor Buck added that "Professor MacKenzie has served 29 years in the Department of Classics, the last three years as Chairman, with great distinction, great efficiency, and great integrity. The Department is sorry to see her go, and I am sure you will join me in wishing her all good fortune." Council's good wishes were signalled by an immediate round of applause.

7. Deferrals
7.1 Executive Report re: reconciliation of grades (ref. item 4.5 above)
7.2 Course & Calendar Committee Report, May 13 (ref. item 5 above)
7.3 Voting Rights of staff on leave: Chairman Selection Committees
7.4 Credit by Special Assessment: implementation proposals
7.5 Curriculum Committee Report: deceleration and residence.

8. Adjournment
By general consent, on a motion by Professor MacKenzie, the meeting was adjourned at 5:00 p.m.

Chairman.

REPORT OF THE MAY 75 MEETING OF THE FACULTY OF ARTS COMMITTEE ON ACADEMIC STANDING

1.1 Recommended for the John MacDonald Gold Medal

TUTTY, Wendy May

1.2 Recommended for the degree of Bachelor of Arts (Special) with Distinction

ARNETT, Gregory Leonard
BROWN, Sherry Faye
CARLSON, Tannis Maureen
CHAMBERS, Douglas Wayne
DOBSON, Keith Stephen
DUNSWORTH, Marcia Gail
MEADOWS, Mary Lea
MEUNIER, Anna Colette
PELENSKY, Shirley Ann
RODWAY, Janice Margaret
SKINNER, Donald John
STANLEY, Larry Norman
TODESCO, Sandy Lynn
WOOD, Alison Elizabeth

1.3 Recommended for the degree of Bachelor of Arts (Special Certificate) with Distinction

CROOKS, Maxine Marilynn
KIMURA, Joy Kumiko
TOLLEY, Paul Lawrence
TURNER, Joan Iris

1.4 Recommended for the degree of Bachelor of Arts (General) with Distinction

ANDREEFF, Ruth Frances
BAIN, Camilla Lynn
BOOTH, John Leonard
BROWN, Vera
CHAREST, Deborah Cecile
COCHARD, Renée Roberta M.
CONNER, Lorraine Agnes
DANIELS, James Douglas
DUNKLEY, Deborah Anne
DUPUIS, Sarah Jane
FISHER, Cynthia Renae
FLEMING, Lawrence R.
FOOTE, Douglas Alexander
FREE, Bernice Frances
GANT, Patricia Lea
HAMILTON, Marianne Charlotte
HERRINGER, James Anthony
HILL, Karen Louise
HUNTER, John Robert
INNES, Patricia Mary
JOHNSON, Mark Thomas
KUCKERTZ, Harald Wilfried
LAMBRECHT, Kirk Norman
LANGSTON, Diane Margaret
MAHON, Patricia Margaret
McMILLAN, Valerie Elaine
McNAUGHT, Alan James
MIDGLEY, Harry Cassidy
NEWTON, Mary Joy
OLSON, Verlyn Dale
PARK, Beryl Irene
PERROTTA, Margaret Rosie
PODEALUK, Melodie Sandra
REINHOLZ, Inge Ursula

N.B. SEE ALSO: AFC, May 22, 1975: item 5
Exec. Committee, June 2, 1975: item 3.

Recommended for the degree of Bachelor of Arts (General) with Distinction - cont'd.

RITTER, Bruce Pius Michael
ROSS, Beverley Anne
ROY, Jean-Pierre
SCHUBERT, Helen Marlene
SCHULTZ, Arlene Crystal
SPINK, Eric Thomas
SPOT, Lorraine Alexandra
SVEINSON, Brian Douglas
SYME, Ellen Louise
THOMAS, Morgan Owen Lloyd
TUTTY, Wendy May
VAUGHAN, Guy Herbert
VON VEGESACK, Chris Carl
WALKER, Joanne Carol
WARREN, Morris Bedford
WATSON, Donna Elaine
WESLEY, Ronald Charles
WIECHERT, Bruce Walter
WILD, Kenna Mary
YELLE, Patricia Ellen
ZALMANOWITZ, Daniel

1.5 Recommended for the degree of Bachelor of Arts (Canadian Studies) with Distinction

COUTTS, Jean Kathleen
GARDNER, Charles Donald

1.6 Recommended for the degree of Bachelor of Arts (Special)

BASARAB, Slawa
BELCHER, George Alan
BRINK, Margaret Johanna
CARDIFF, Mark Andrew
COMMODORE, Robert Wayne
CÔTÉ, Gregory Robert David
DETLOFF, Keith Alan
FARLEY, Dennis George
FROM, Linda Ruth
GALET, Gerald
HOPE, John Derek
HURLBURT, Grant Richard
HURST, Vern William
KORNDER, Phyllis Anne
LeFRANCOIS, Margaret Anne Mary
LORD, Wayne Lyle
LUK, Wai Ping Rosanna
MacALLISTER, Iona
McGHAN, Albert Ross
McKENZIE, Patricia Jean Doris
McLEAN, Daniel Leslie
MELNECHUK, Anthony John
MIRON, Barbara Anne Elizabeth
OLSON, Alexandria Elizabeth
OMILIAN, Arlene Louise
PHILLIPS, Theresa Marie
RANSOM, Geraldine Norma
REDDON, John Robert
RODE, Charlotte Louise
SAIPE, Barry Ronald
SCHMIDTOVA, Zuzanna Hedvika
SENG, Alice Vivian
SHASKE, Suzan Lee
SOUTHWOOD, Alan Dale
SUTHERLAND, Donald Allen
UYEDA, Hajime Terry
WALKER, James Macleod
WEEKS, Kevin Paul
YAU, Ambrose Chuen Koon
YOUNG, Donald John
YUNG, Kwok-Ho Kenneth

1.7 Recommended for the Special Certificate (equivalence of B.A. Special and B.A. (Canadian Studies))

ANDERSON, Arthur Douglas
BIGG, Gary John
BLIEK, Heather June
BRADLEY, Ronald Wayne
BUGEAUD, Suzanne Irene
CAIRNS, Michael John
CHERKAWSKKY, Irene Ellen
CHRZANOWSKI, Theresa Jane
COOMBER, Kenneth Gordon
DEVONSHIRE, Ellen Suzanne
GOODINE, Barry Keith
JAUCH, Sharon Joyce
JANKE, Susan Barbara
MacINTYRE, Michael Allan
ROSS, Mary Consuella (Canadian Studies)
SUNBERG, William Roy
SWANSON, Byron Ernest
WORT, Kathleen Lenore
YOUNG, Eric Douglas

1.8 Recommended for the degree of Bachelor of Arts (Canadian Studies)

PENNER, Anita Lynnelle
SMITH, Brenda Lee

1.9 Recommended for the degree of Bachelor of Arts (General Program)

ADAMS, Gordon Murdoch
ADKINS, Christopher Brian
AIELLO, Marian Margaret
ALBERT, Clement Noel
ALI, Zenora
ALTMIKS, Bernadette Mary Helene
ANDERSEN, Robin Kent
ANDERSON, Cameron Orde
ANDERSON, Mark Randall
ANTHONY, Eric Duane
ASSALY, Michael James
BAKER, Joan Colleen
BAKER, Wayne Donald
BANDCROFT, Maurice
BARFORD, Patricia Isobel
BARNES, Howard John Victor
BARNUM, Harriet Rochelle
BASSETT, Sarah Llewellyn
BAUMAN, Susan Eleanor
BEAN, Alan Gordon
BECHTEL, Kim Brian
BECK, Dorothy Marie
BELL, Donald Grant
BELL, Donna Ann
BELL, Richard John McKenzie
BELTON, Barbara Jane
BERNARD, Judith Therese
BERNHARD, Eugene Alfred
BERNSTEIN, Jody Gaye
BERRY, Charlotte Dale Woolley
BETTS, George Cameron
BEVAN, Alan William
BIRZGALIS, Erna Christine
BLAWACKY, Chrystyna Anna
BLONDHEIM, Marissa Georgia
BOBOCEL, Dianna
BODARD, Stuart James
BODDY, Trevor Duncan
BORCHERT, Jack Allen
BRACKE, Kenneth Joseph

Recommended for the degree of Bachelor of Arts (General Program) - cont'd.

BRAGG, Maureen Catherine
BRAUN, Marvin Joseph
BREITKREUTZ, Eric Carl
BRENNEN, Martha Margaret
BROUWER, Marlene Mae
BROWNE, Judith Cicely
BUKOWSKI, Jose Ricardo S.
BURGESS, Norman Allan
BURKE, Sherry Ann
BURRY, Richard Hugh
BUTLER, Gregory Frederick
CALVERT, Dennis Charles
CAMERON, Catherine May
CAMIRE, Christina Lynn
CAMPBELL, Patricia Maureen
CARMO, Virginia Maria
CARSON, James Patrick
CARTER, Colin Andre
CARTER, Kenneth William
CASSIDY, Wanda Doreen
CHALMERS, Donna June
CHAN, Chor Yee Fontaine
CHAN, Robert Wayne
CHAN, Yuk Lam Raymond
CHAPMAN, Alice Lillian Bawn
CHEUNG, Joanna Sui Ping
CHMIEL, Dorothy Juliana
CHOMIK, William Michael
CHOW, Rosa Kwok-Lai
CHRZANOWSKI, Leopold Bernard
CHURCHILL, Gordon Ralph
CIONA, Steve Michael
CLARKE, Paul Norman
CLAY, David Gary
COCKBURN, Jean Alice
COGGLES, Bruce Robert
COMBS, Cynthia Ann
CONNOLLY, Lois Cheryle Mary
COOK, Roland David Bertram
COUTTS, Robin Douglas
COUTU, Phillippe Rene
COWAN, Jennifer Louise
CRIBB, Christopher William
CROOKS, Bryan Gilbert
DARICHUK, Barbara Louise
DE OCHOA, Rosa Victoria
DEMONG, Gabriel Adit
DENNIS, Diane Joyce
DERYNCK, Beatrice Louie
DINICOLA, Liliana
DIXON, Richard James
DOCKEN, Brenda Gail
DYKE, Patricia Joan
DZENICK, Barry Edward
EATON, Shirley Valmai
EDGE, Susan Carol
ELLINGSEN, Sharon Lee
ELPHINSTONE, James Peter
ENNS, Laura Geraldine
ENNS, Nettie
ESTABROOKS, Ross William
EVERALL, Earl Stuart
EWALD, Marilyn Jean
FARNHAM, Scott
FATIJEWSKI, Rosalyn
FERGUSON, Karen Maria
FERGUSON, William Paul
FERTILE, Candace Evelyn
FISKE, Karen Louise
FLAHERTY, Maureen Patricia
FLAMAND, Ronald Edward
FLANAGAN, Brian Christopher

Recommended for the degree of Bachelor of Arts (General Program) - cont'd.

FLANDERS, Linda Joy
FORSDICK, Diane Janese
FRITZE, Richard Arthur
GAETZ, Ivan Kenneth
GALET, Carolyn Diane
GARIEPY, Raymond De Celles
GARVEY, Leslie Martin Andrew
GEDDES, Elaine Frances
GENEST, Lottie Bonita
GEORGE, Doreen Dianne
GIBB, Wendy Solveig
GILL, Roger Frank
GOETTLER, Guy Francis
GOIN, Kenneth Jefferson
GRASSICK, Twila Mae
GREGORY, Lynda Marie
GROSS, Dorritta
HABERER, Alice Irene
HAGE, Karen Louise
HALEY, Eva May Laura
HANCHERUK, Jacqueline Gwendolyn
HANCOCK, David Graeme
HARROLD, Gordon Kent
HART, Margaret E.
HASSELGREN, Katherine Mary
HAWRELAK, Jacalyn Rose
HEATHER, Margaret Jane
HENDERSON, Annette Louise
HERDER, Luci Betty
HERGOTT, Roderick Albert
HERRING, Barbara June
HESLUP, Annette Frances
HESS, Edward Carl
HILL, David Alan
HLUSHAK, Anna Marie
HOCKIN, Robin John
HODGKINSON, Terry Lynn
HODKINSON, Elizabeth Jane
HOFFNER, Larry Adam
HOLMES, Shauna Jane
HOOKS, Irmgard Gertrud
HOPKINS, Mark Rodney
HOREN, James Frederick
HRADECKY, Libuse Karolina
HURLEY, Susan Lynne
HURTUBISE, David Rene
HYRAK, Daria Marta
IRELAND, Douglas Richard
ISAAC, Susan Margaret
JABLONSKI-JONES, Elizabeth Martha
JAGER, Theodore John
JAMES, Margaret Louise
JERVIS, John William
JOHNSON, Richard Ernest
JORGENSEN, William Frederick
KANEE, Marylin Helen Susan
KASER, Bonnie Christine
KASTELAN, Dolores Anne
KENNEDY, Kenneth Neil
KERCHINSKY, Michael John
KING, Kenneth Richard
KING, Kevan Scott
KNIGHT, Barry Edgar
KOLIGER, Gary Michael
KOSHMAN, Darcy Walter
KRAUSE, Susan Evelyn
KUNST, Carol Ann
KWOK, Sylvia Sin Yee
LADD, Pamela Ann
LAM, Man Sham Heathcliff

Recommended for the degree of Bachelor of Arts (General Program) - cont'd.

LAMBERT, Brian John
LAPORTE, Rodney Edward
LASKOSKI, Monica Marie
LAWSON, Susan Babe
LEE, Yuk Wan Rosanna
LEGG, Leslie Sidney
LEIS, Allan
LEW, Audie Mah
LIEBER, Edward John
LISUN, Luba Myra
LITTAU, Terry Lynn
LOOSE, Dennis Gregory
LUCKI, Deborah Diane
LUNDQUIST, Patricia Anne
LYSENKO, Olga
LYSEYKO, Kate
MA, Gloria Kam Man
MacBRIEN, Deborah Christine
MacDONALD, Barry William
MacDONALD, Ian Robert
MacINNES, Andrew William Anthony
MacLEAN, Brent Douglas
MAH, James
MALONEY, Jeanette Elaine
MANDICK, James Walter
MANN, Robin Louise
MARCOVITCH, Tronny Donna
MARIEN, Richard Bernard
MARKO, Brenda Dale Louise
MARRIOTT, David Clare
MASLOWSKI, Edmond Albert
MASSING, Barry John
MATKIN, Philip Kent
McCLEAN, Anne Rae
McCOY, Barbara Jeanne
McCOY, Linda Karen
McELROY, Craig Patrick
McFARLANE, James David
McKERNAN, Lionel John
McLEAN, John Robert
McNEILLY, Robert Andrew
MEERES, Lyle Edwin
MELNYCHUK, Linda Pearl
MELNYK, Susanne Lee
MERRILL, Douglas Moore
MIX, Gary Ronald
MORGAN, Janet Mary
MORIN, Carol Ann
MORRISON, Barbara Colleen
MORROW, Sandra Lynn
MUENCH, Dorothea
MURPHY, Mary Ann
NEELAND, Colleen Mary
NELSON, Christine Ann
NEMETH, Maria Rozsa
NICELY, Marion Beate
NOREN, Clarence Richard
NORMAN, Nancy Leigh
O'BRIEN, Kevin John
O'DONNELL, Mike Robert
OGILVIE, Richard Walter John
OLIVER, Randy Charles
OLSON, Sharon Laverne
O'NEILL, John Wilson
OPENSHAW, Milton William
ORTLIEB, Harry Raymond
OSBORNE, John Frank
OXLEY, Kathleen Susan
PASEMKO, Shelley Ann
PAULSEN, Edmond Eric Martin
PAVAN, Donald Alan
PEACOCK, James Weston

Recommended for the degree of Bachelor of Arts (General Program) - cont'd.

PEARCE, Paul Ernest
PENGILLY, Gordon Daniel
PERRY, Fiona Sheila
PERRY, Ian Robert Russell
PETERSON, Allan Richard
PILLING, David
PINNEY, David Patrick
PITSCHEL, Donna Ruth
PLUPEK, Thomas Edward
PONICH, Gary James
POTTER, Constance Jean
PRESISNIUK, Shirley Annette
PRONOVOST, Dennis Patrick
PURYCH, Debra Theresa Dale
RACICOT, Charmaine Marie
RAMAGE, Irene Berthe
RAMPLING, Pamela Elaine
RAMSAY-HERNSTEDT, Darlene Mae
RESHETYLO, Sandra Audrey
RICHARD, Joan Elaine
RIDDLE, Judith Anne
RIDDLE, Marilyn Joan
RIMSTAD, Keith Andrew
ROCKETT, Myron
ROGERS, Laurie Alan
ROPCHAN, Valerie Ann
ROWSWELL, Karen Lee
RUSTON, Brent Alwin
RYLL, Ingrid
SAAR, Gregory Warren Arthur
SACH, Bruce Michael
SAUNDERS, Michael Edward
SAUNDERS, Robert William
SCHLOTTER, Petra Edith
SCHMITZ, Mary Gladys
SCHOLOTIUK, Alan Neil
SCOTT, Karen Anne
SENUIK, Shirley Joanne
SHEPPARD, Laura Jane
SHERWOOD, Linda Mae
SHEWCHUK, Lorne Wayne
SIDOR, Regina Elizabeth Harriet
SIEMENS, Alma Kathleen
SILVERTHORNE, Robert Bruce
SKIKIEWICH, Lucy Irene Elizabeth
SMITH, Elizabeth Lloy
SMITH, Joan Beverly
SMITH, Paul William Murray
SNYDER, William Ray
SOLOMONSON, Carmen Lucina
SOWINSKI, David Peter
SPILLETT, Kenneth Wayne
ST. ARNAUD, Raymond Henry
STAMM, Dale Charles
STAMP, David Cecil
STECYK, Emily Lena
STEELE, Rita May
STEWART-WHARTON, Winston Godfrey
STIRLING, Robert Miller
STOCKALL, Brian Kenneth
STONHOUSE, Timothy Allan
STORESHAW, Ina
STORY, Sonia Elsie
STRANGE, Janice Anne
STRONG, Deborah May Ann
STRONG, Melody Anne
STUKOSKI, Mark Alexander
SUNDERLAND, Colleen Anne
SUNTJENS, Kim Lesley Ann
SUTTON, Joanne Lynne
SVEINSON, Laurie Ellen
TAKUSKI, Judith Ann

Recommended for the degree of Bachelor of Arts (General Program) - cont'd.

TANNAS, Robert William
TAYLOR, Earl Allen
TAYLOR, Robert Leishman
TENNESSEN, Jon
TEWS, Richard
THÉBERGE, James Arthur
THOMPSON, David Brian
TKACHUK, Rosemarie
TUCKER, Brian Roy
ULVELAND, Gregg Ralph
VAN TRAA, Cora Ellen
VERHEIJEN, Marie-Antoinette
WALKER, Iris Eileen
WARLO, Gordon John
WASHYLK, Irene Sonjia
WEATHERBY, Diana Elizabeth Irene
WEIH, Holly Christine
WHITEMAN, Kenn Aubrey
WHORL, Dale Eugene
WILLIAMSON, John Douglas M.
WILLIAMSON, Theodore Ronald
WILSON, Larry A.
WINTER, Noel Austin
WONG, Chun-Nai Jenny
WONG, Margaret Rose
YEE, Donald
ZDEBIAK, Thomas Jacob
ZIEBART, Rosanne Marie
ZYLSTRA, John

1.10 Recommended for the degree of Bachelor of Fine Arts with Distinction

BURGESS-CLANCY, Catherine Laura (Art & Design)

1.11 Recommended for the degree of Bachelor of Fine Arts

BALL, Audrey Kathleen (Drama)
BOWEN, Leslie Anne (Art & Design)
CHERITON, Barbara Ruth (Art & Design)
CINNAMON, Shelley Lynn (Art & Design)
COLLINS, Susan Joan (Art & Design)
COOPER, Erica Lynn (Drama)
CRAIG, John Douglas (Art & Design)
DIAMOND, David Paul (Drama)
DI CARLO, Donna Maria (Art & Design)
EDWARDS, Allene (Art & Design)
HUTTON, Jean Margaret Louise (Art & Design)
KALDOR, Connie Isabel (Drama)
LUCAS, Richard Jeffrey (Drama)
MacCALLUM, Heather Lea (Drama)
NASH, Susan Amelia (Art & Design)
REA, James William (Drama)
RUPPEL, Gunther (Art & Design)
SASS, Sharon Ann (Art & Design)
STOJAN, Richard Frank (Drama)
STOREY, Howard John (Drama)
STOREY, Mary-Lou (Art & Design)
TURNER, Francis Charles (Drama)
VANDERZEE, Donald Charles (Art & Design)
WILLES, Christine Georgina (Drama)
WNUK, Jeanne Marian (Drama)
WONG, Tessa Shui-Man (Art & Design)

1.12 Recommended for the degree of Bachelor of Music with Distinction

MILLER, Norman James
PROWSE, Barbara Edythe

1.13 Recommended for the degree of Bachelor of Music

ARNOLD, Lorraine Ann
CRORY, Frederick Neil
DOBEK, Elaine Marie Louise
DOWLING, John Douglas
DREWS, Dawn Arlie
GIESBRECHT, Marnie Lynn
HARRIS, JoEllen Mae
HRYCIW, Robert Brian
INOUYE, Katherine Miyo
KOLODZIEJ, Elizabeth Barbara
KRAHN, Jacqueline Janice
LeBEL, Pauline Marie
MacINTOSH, Muriel Elizabeth
MAHOOD, James Kerwin
PEDERSEN, Edward William
PROCTOR, Ronald Philip
RANDALL, Jan Daniel
RHEIN, Patricia Rose
VERBICKY, Marilyn Joanne

Addendum

The Committee on Academic Standing checked the records of the following COLLÈGE UNIVERSITAIRE ST. JEAN students at the request of Dean F.J. McMahon and recommends them for the degree indicated:

Bachelor of Arts (General Program) with Distinction

PARADIS, Patricia Marie
ROY, François J.
SISSONS, Malcolm

Bachelor of Arts (General Program)

CHAUVET, Maurice A.
COURCHESNE, Raymond E.
DESROCHERS, Marie L.
FONTAINE, Donald J.
GARNEAU, Marie-Claire
LEBLANC, Daniel
ROSS, Lorraine J.
VALLEE, Claire

SPECIAL CASES

Margaret Jane Heather was recommended for the B.A. in the General Program notwithstanding an extra half course in both her principal and second subjects of concentration.

Barbara Jeanne McCoy was recommended for the B.A. in the General Program notwithstanding an extra half junior course in a discipline outside the Faculties of Arts and Science.

CONFIDENTIAL

Students who failed to meet requirements for their degrees:

B.A. (General)

AFFLECK, Douglas Kevin	failed single-term course in area of concentration
ANDREKSON, Sally Joan	failed 3 single-term courses; not to continue in Arts
CRAMER, Kenneth Wayne	failed to meet graduation average; Category B 11, not to continue in Arts
FETAZ, Wayne Albert	failed 2 single-term courses
FRANCOEUR, Thomas Raymond	as a probationary student, failed single-term course in area of concentration; not to continue in Arts
FRANK, Gracinda Monteza	failed to meet graduation average
GABRIELSON, Brad Monroe	failed single-term course
GRAEFE, Stephanie	failed to meet graduation average; Category C, required to withdraw
ISFELD, Brian Wayne	Category C, required to withdraw; (requires one and a half courses to meet degree requirements)
JONES, Ronald Berwyn	Category C, required to withdraw; (requires four and a half courses to meet degree requirements)
KARPIAK, Barry Alexander	failed 2 courses in final year; Category B 1
MASCHMEYER, Bruce E.	failed 2 single-term courses in B.A. after B.Sc. program
MILTIMORE, Brian Arnold	failed course required to meet relative matriculation deficiency in a language other than English, and failed a single-term course in area of concentration
OUELLETTE, Paul-Emile	failed single-term course in area of concentration
PADMORE, Stanley James	failed 3 single-term courses; Category B 11, not to continue in Arts
POELEN, Frances B.	failed single-term course in area of concentration
RAMSARAN, Merle	failed single-term course in area of concentration
SHERBANIUK, Richard Linton	failed single-term course in area of concentration
STEER, James George	failed single-term course in area of concentration
THOMSON, Kenneth George	failed full session course in area of concentration

B.A. (Special)

DENOMMEE, Joseph Charles Roger (Economics)	failed 2 single-term options
OBIORA, Ellen Frances (Art)	failed full session course in area of concentration

Students who failed to meet requirements for their degrees, continued

B.A. Special Certificate of Equivalence

CHIN, Arthur St. Clair (Anthropology)	failed single-term course in principal area of concentration

B.F.A. (Art & Design)

RANKIN, Garth Earle	failed two full session courses in final year; Category B 1

B.Mus.

LEMON, Nigel	failed required language course
STEINBRING, Linda Louise	failed single-term option in final year
VAN PRAAG, John Henry	failed full session non-music option in final year

ARTS FACULTY HONORS COMMITTEE REPORT - MAY 1975

1. GRADUANDS

1.1 Recommended for the Governor General's Gold Medal

MILLER, Marla Ann (Specialization: Classics)

1.2 Recommended for the Degree of Bachelor of Arts with First Class Honors

NAME	SPECIALIZATION
BLASKOVITS, Richard Robert	Philosophy
BROCK, Catherine Anne	Anthropology
COOK, Richard Brian	Geography
GEDDES, Catherine Anne	Art & Design
HOMAN, Margaret Kathleen	English
HORNER, Barbara Christine	Psychology
HUBBELL, James Edward	Philosophy
JACQUES, James Rupert	Classics
MARTIN, Lawrence Samuel	Philosophy
McCARTY, Richard Francis	History
SAGAN, Katherine June	Sociology
STREMPEL, Ulrich	History/Political Science
VANCE, Sylvia Elizabeth	English
WOODARD, Joseph Keith	Political Science

1.3 Recommended for the Degree of Bachelor of Arts with Honors

BAYDA, Paula Bernadette	Geography
BOESKE, John Carl	Mathematics
BROAD, Mary Ruth	Romance Languages
BROUWER, Catharina	Economics
CHUNG, Chai-Ping	Sociology
DRAGER, Derek Campbell	History
DUNCAN, John Charles	Economics
DWERNYCHUK, Sidney Brian	Anthropology
GOULD, Leonard James	History/Political Science
*HAUNHOLTER, John Thomas	Political Science
HOLMBERG, Daniel Arthur	Anthropology
KLARENBACH, Randolph Gordon	English

*Subject to satisfactory completion of the language requirement.

1.3 Recommended for the Degree of Bachelor of Arts with Honors (cont.)

NAME	SPECIALIZATION
LOISELLE, Laurel Lynn	Sociology
MALMO, Gail Louise	English
MILLS, Kathleen Ann	Anthropology
NODEN, Peter Bennett	Economics
PARAMA, Walter David	Anthropology
PAWLUK, Lorna Ann	Political Science
ROY, Genevieve	Comparative Literature
SKEITH, Richard Donald	Economics
STRETCH, Dianne Kathryn	Classics
VAN DOESBURG, Jason Craig	Political Science
WONG, Betty	English
YOUNG, Deborah Leslie	English

2. OTHER AWARDS

2.1 Recommended for the Edmonton Section of the Council of Jewish Women Prize

LOVEWELL, Mark	Economics

2.2 Recommended for the Dr. Geneva Misener Memorial Prize(s)

Modern Languages: SIMPSON, Robert
Classics: No recommendation

3. STUDENT PETITIONS

3.1 Deborah Laycock

Ms. Laycock, a third year Honors student in Comparative Literature, was granted permission to interrupt her program in order to spend a year in France for the purpose of improving her knowledge of the French language.

3.2 Jean Moncrieff

Ms. Moncrieff, a first year Honors student in Fine Arts (Drama), was granted permission to take the second year of her program at York University for the purpose of intensifying her training in Dance (her primary interest).

3.3 Genevieve Roy

Ms. Roy completed 20 courses for the degree, but was lacking one of the three courses to be taken outside her Humanities specialization (ref. Arts & Science Calendar, 43.1.1(4)). She was granted an exception to the regulation on the grounds of an administrative error.

4. DEPARTMENTAL PROGRAMS

4.1 Department of Germanic Languages: Study Abroad at the University of Mannheim

The Committee approved procedures whereby two students will be permitted to take their third year at the University of Mannheim in a program operated in co-operation with the University of Waterloo:

Hermina Joldersma, a student who is taking a combined Honors program in Germanic and Slavic Languages;

Ralph Osterwoldt, an Honors student in History, who is taking courses in the Dept. of Germanic Languages. (There is a possibility that Mr. Osterwoldt may opt for a year of independent study at some other German university. In those circumstances, the Committee would permit a reduced course load: 4 courses.)

4.2 Department of Romance Languages: Honors in French Language

A new program was approved for offering in the 1975-76 academic session, the core courses (French 308, 408 & 508) having been approved by Arts Faculty Council at its meeting of August 19, 1974.

5. 1975-76 HONORS COMMITTEE: FACULTY MEMBERSHIP

The following departmental nominations are recommended for ratification by Council:

DEPARTMENT	MEMBER	ALTERNATE
ANTHROPOLOGY	M. I. Asch	D. G. Steele
ART & DESIGN	J. A. Forbes	J. Sybesma-Ironside
CLASSICS	A. M. Small	E. C. May
COMPARATIVE LITERATURE	P. A. Robberecht	S. H. Arnold
DRAMA	J. H. Terfloth	J. DeFelice
ECONOMICS	M. F. Bauer	R. A. Pendergast
ENGLISH	L. T. Fitz	
GERMANIC LANGUAGES	A. Scott	E. Egert
GEOGRAPHY	O. F. G. Sitwell	
HISTORY	D. H. Dinwoodie	P. Prestwich
LINGUISTICS	M. L. Marckworth	G. D. Prideaux
MATHEMATICS	Pending appointment	
PHILOSOPHY	W. Eastman	
POLITICAL SCIENCE	Pending appointment	
PSYCHOLOGY	D. Kuiken	E. Lechelt
ROMANCE LANGUAGES	P. L. Knight	B. L. Rochet
SLAVIC LANGUAGES	K. T. Holden	P. A. Rolland
SOCIOLOGY	G. Kupfer	T. Hartnagel

6. HONORS COMMITTEE SUMMER EXECUTIVE

The following were elected to constitute, with the Chairman and Assistant Dean Munro, an Executive Committee having authority to act for the entire Honors Committee during the summer months:

Faculty Representatives	Student Representatives
M. F. Bauer	D. Laycock
L. T. Fitz	1 additional student to be appointed.

EXECUTIVE REPORT: Meeting of March 19 & 21, 1975

1. Student Petitions

1.1 Petition to be allowed degree credit for a third extra-Faculty course: Marlene Mae Brouwer

Ms. Brouwer was admitted to the B.A. (General) program in September 1974 with 9½ advance credits (Red Deer College: 7, Faculty of Physical Education: 2½), including the equivalent of two full-course extra-Faculty options. Assuming satisfactory completion of the courses in which she is now registered, Ms. Brouwer will by the end of the 1974-75 Winter Session have degree credit for 14½ courses. She will also have a total of 7 single-term courses additional to her B.A. program (the courses having been taken during her periods of enrolment at Red Deer and in the Faculty of Physical Education). On the grounds that she wished to receive her B.A. at Spring Convocation and then migrate to New Zealand, Ms. Brouwer requested degree credit for one of the "extra" single-term courses.

The Executive decided that the petition be referred to the Curriculum Committee, it being noted that in the normal course of events a third extra-Faculty option would involve advance assessment by that committee [ref. AFC, May 15, 1973: "After satisfactory completion of his first year, a student...may take up to two courses, and in extraordinary circumstances three, outside the Faculties of Arts and Science....A petition for a third course outside the Faculties of Arts and Science will be entertained by the Curriculum Committee and approved if exceptional circumstances seem to warrant...."]

1.2 Petition for permission to complete the remaining 1½ courses in the B.A. (General) program as a Visiting Student at Grande Prairie Regional College: Christina L. Burroughs

Ms. Burroughs was admitted to the Faculty in July 1973 with four advance credits from Grande Prairie Regional College, and by the end of the 1974-75 Winter Session will have completed 9½ courses on the U. of A. campus. Her request for Visiting Student status was based on domestic/financial grounds.

Petition granted.

1.3 Petition to be allowed degree credit for a senior course in creative writing taken during the 1974 Summer Session at the Banff School of Fine Arts: Raymond de Celles Gariepy

The Curriculum Committee having been asked to assess the creditability of the course [ref. item 1.2, Exec. Rpt. of Feb. 10 & 24/75], its recommendation was as follows:

> THAT the Banff School of Fine Arts senior course in creative writing may be offered for degree credit by a student in the B.A. General or Special program, but that completion of the course does not of itself guarantee that credit will be granted. The Department of English will make an assessment of each petition on the basis of a portfolio of the work accomplished during the course,

> and the recommendation of the course director. The English Department will determine whether a half-year credit or a full-year credit will be assigned, and it will also determine whether the credit will be specified as the equivalent of a given course in that Department, or as an unassigned English option.

The Department of English subsequently reviewed Mr. Gariepy's work and recommended that he be given credit for the Banff course "equivalent to the two half-year creative writing courses in poetry, Engl. 377 and Engl. 379."

Petition granted.

1.4 Petition to take the final course in the B.A. (General) program as a Visiting Student at the University of Calgary: Christine Anne Glendinning

Ms. Glendinning, who was admitted to the Faculty in August 1974 with 8½ credits from Camrose Lutheran College, is now in the process of completing 5½ courses on this campus. Her request that she be permitted to take a Social Work course offered during the 1975 Spring Session at the University of Calgary was based, in part, on domestic/financial grounds. Ms. Glendinning also argued that successful completion of the SOWK course would increase her chances for admission to the University of Calgary's School of Social Work, where she hopes to continue her education.

Petition granted.

1.5 Petition for waiver of one-half of the junior lab. science requirement: Laureen St. Luke

Ms. St. Luke, who is now in the second year of the B.A. (General) program, attempted to fulfil the jr. lab. science requirement during the 1973-74 Winter Session. She failed Biology 296 in the first term, and in the second term was credited with a final mark of 3 for Biology 298. Ms. St. Luke reported that, because of extremely limited vision, she could not make use of the lab. equipment (being unable to identify material under the microscope), nor could she decipher the lecture outlines on the blackboard. Her doctor having attested to the vision handicap, Ms. St. Luke petitioned to be exempted from the remaining half-course laboratory science, and proposed that she take in its place a full-year course such as Physical Science 341.

Petition granted.*

*It was understood that the replacement for the half-course laboratory science can be either a half or full-year non-lab. course in the Natural Sciences.

1.6 Petition for degree credit for a recreation activity course taken in the first year of the B.A. (General) program: Evelyn Denise Vaage

Ms. Vaage was admitted to the Faculty in the fall of 1973, at which time she enrolled in 3 Arts and 2 Science courses (i.e., a normal first-year five-course load). She also received permission from the Student Program Office to take Phys. Ed. 215, although it was not intended that this half-course count toward her B.A. requirements (first-year Arts students not being permitted to take a sixth course for degree credit, or an extra-Faculty course). Ms. Vaage maintained that she enrolled in Phys. Ed. 215 on the understanding that she would receive credit for it, "as I had all other first-year requirements." That assumption was evidently reinforced when in the process of arranging her second-year program she was informed that a 4½ course registration would be in order, in light of her having completed 5½ courses in the previous year (the SPO having at that time overlooked the fact that only 5 of the first-year courses were acceptable for degree credit). On the ground that it was only on registering for the third and final year she was informed that she had credit in 9½ courses "instead of the 10 I was led to believe," Ms. Vaage petitioned that she be allowed to "retain" credit for Phys. Ed. 215.

Petition granted.

2. Report of the Committee on Academic Standing, March 7, 1975
Acting on behalf of Council, the Executive received and approved the CAS Report, a copy of which is attached.

3. Committee/Council Memberships
3.1 Arts Faculty Representation on General Faculties Council
As a result of the recent Faculty-wide ballot the following were elected to serve three-year terms commencing July 1, 1975:

B. R. Abu-Laban	Sociology
F. A. de Luna	History
D. Fishwick	Classics
R. G. Moyles	English
A. Scott	Germanic Languages.

3.2 Selection Committee for Chairman, Department of Classics

Faculty
[Election results reported for information]

Representing Classics:	R. E. Braun
	R. Nielsen
	A. M. Small
Rep. GFC:	M. V. Dimic, Chairman, Comp. Lit.

Students
The Executive received on behalf of Council the name of the graduate student duly elected from within the Department: Joann Freed.
The second student member is Margaret M. LeFrancois [Exec. undergraduate nominee approved by Council, 3/2/75].

EXECUTIVE REPORT, March 19 & 21, 1975

3.3 Selection Committee for Chairman, Dept. of Romance Languages

Faculty
[Election results reported for information]

Representing Romance Languages: C. Dimic
E. J. H. Greene
B. Rochet

Rep. GFC: A. Scott, Germanic Languages.

Students
The Executive received on behalf of Council the name of the graduate student duly elected from within the Department: Roger Burrows. The second student member is Genevieve Roy [Exec. undergraduate nominee approved by Council, 3/2/75].

3.4 Chairman, Academic Planning Committee
The Academic Planning Committee having been authorized to elect its own chairman, Professor E. J. H. Greene was the unanimous choice of members of that committee.

3.5 Standing Committee on East Asian Studies [ref. item 2, AEC, 3/3/75]
The Executive having been instructed to set up a Standing Committee along the same lines as the previously existing ad hoc committee, although not necessarily with the same membership, the following were appointed:

Chairman: B. L. Evans, History/Associate Dean

Members: D. Bai, Anthropology
C. Caldarola, Sociology
H. Cummins, Political Science
J. A. Forbes, Art & Design
H. J. Jones, History
S. R. Munro, Assistant Dean
M. Waida, Religious Studies
D. E. Young, Anthropology.

Professors Forbes and Waida are "new" appointees, the other members having served on the earlier ad hoc committee.

7 March '75 Meeting of the Committee on Academic Standing

1. The Committee met at the request of the Dean's Office to consider the appeals of five graduands with programs that do not meet the normal curriculum requirements for graduation. The administration, either in the form of the Programs Section of the Dean's Office, the Registrar or the student's department, shares the responsibility for these irregularities in varying degrees. The University's first attempt at computerized advance registration contributed in no small measure to these errors which involve some five out of seven hundred graduands.

2. Subject to the following students meeting all other requirements for their degree, the Committee on Academic Standing recommends that their names be added to the list of graduands:

Mr. Mark Cardiff - B.A. (Special) (Political Science); notwithstanding a grade of 3 in one of the four History courses in his second area of concentration.

Miss Margaret Louise James - B.A. (General); notwithstanding two and a half courses in her second area of concentration (Psychology).

Mr. Albert Ross McGhan - B.A. (Special) (English); notwithstanding an extra half-course in his principal area of concentration.

Mr. Edward William Pederson - B.Music; notwithstanding the inclusion of an Education course as one of his non-music options.

Mr. Earl Allen Taylor - B.A. (General); notwithstanding four and a half courses in his second area of concentration. (He has four and a half in his principal area too).*

3. The Committee was asked to consider a petition from Mr. Gordon Ritchie, that he be allowed to complete his B.A. (Special) degree with nine and a half Science courses and ten and a half of the required eleven Arts courses. If he is successful in his current studies, he will require two further courses to complete his program. He will need one and a half Mathematics courses to complete his second area of study and he will take an Arts half-course option to make up his twentieth course for a total of ten and a half Arts courses. The Committee decided that it would not recommend to Council that his petition be granted, on the grounds that he has already received one

concession: (eight junior courses, two in a second area consisting of Statistics and Mathematics. Normally only one junior course is allowed in a four course mixed second area of study), and on the grounds that he can still complete his degree over Spring and Summer Sessions by taking two and a half courses instead of two.

R. C. Smith,
Chairman.

* out of the five permitted

EXECUTIVE REPORT: April 18 & 30, 1975

1. Student Petitions

1.1 Petition to be allowed degree credit for a third extra-Faculty course: Marlene Mae Brouwer [ref. item 1.1, Exec. Rpt., March 19 & 21, 1975]

The petition having been referred to the Curriculum Committee, that body recommended that it be viewed sympathetically, though not within the standard provisions for extra-Faculty options, but as a hardship case, the student being about to leave the country.

Petition granted.

1.2 Petition for Aegrotat Standing: Frederick Neil Crory

Mr. Crory, a student in the final year of the B.Mus. program, sought aegrotat standing in two courses: Music 424 and Italian 100. Mr. Crory's request was based on medical grounds, the petition being accompanied by a statement from his attending physician, together with endorsations from the two course instructors.

Petition granted.

1.3 Petition for permission to complete the remaining 4 courses in the B.A. General program as a Visiting Student at Queen's University: Carmen Gobeil (nee Pomerleau)

Mrs. Gobeil attended the College Universitaire St. Jean from 1965 to 1967, and then transferred to the Faculty of Education for the 1967-68 academic session. Now living in Kingston, where both she and her husband are employed, Mrs. Gobeil is planning to resume her studies on a part-time basis, with a view to obtaining a B.A. General degree. Having ascertained that eleven of the courses taken during the period 1965-68 could be counted toward the B.A., Mrs. Gobeil sought permission to take the remaining four courses as a Visiting Student at Queen's University. In considering the petition, the Executive noted that Mrs. Gobeil had not previously been registered in Arts Faculty, and that of the eleven courses taken on campus that were acceptable to the B.A., only four were at the senior-level (and were taken some eight years ago). It was the Executive's view that Mrs. Gobeil was merely "touching base" with the Faculty.

Petition denied.

1.4 Petition to be exempted from the junior laboratory science requirement in the B.A. General program: Ruth Groberman

Mrs. Groberman was enrolled in the B.A. program at the University of Calgary during the 1969-70 and 1970-71 Winter Sessions. She subsequently moved to Edmonton and in 1973 was admitted to the U. of A. Faculty of Physical Education in a program leading to the B.A. in Recreation Administration. Now working as a Foreign Student Adviser in the Department of Student Affairs, Mrs. Groberman has opted for the B.A. General degree, for which she is lacking three courses: a junior lab. science, a senior science, and a language other than English. Her request to be exempted from the junior lab. science requirement was based on the grounds that it would be difficult to accommodate a lab. in her present schedule and that in any event it was not relevant to her work. The Executive did not find that Mrs. Groberman had made a case for exceptional circumstances.

Petition denied.

1.5 Petition for permission to take the remaining 3 courses in the B.A. General program as a Visiting Student at the University of Calgary: Name Withheld

The student attended the University of Calgary from 1970 to Spring 1972, when he was required to withdraw. He was subsequently admitted to the Faculty of Education at the University of Alberta, and performed satisfactorily during the 1973-74 academic session. In July 1974 he transferred to the Faculty of Arts and was granted six advance credits for his previous work (Faculty of Education: 5, U. of Calgary: 1). Assuming satisfactory completion of the courses in which he is now registered, the student will by the end of the 1975 Spring Session have a total of 12 courses toward the degree. His petition was twofold: 1) that he be permitted to take the remaining three courses at Calgary, and 2) that he be permitted to do all three in the 1975 Summer Session. The student explained that he wished to be with his family in Calgary during the remaining period of his father's terminal illness, and, if at all possible, he hoped to achieve his degree before his father died. Members of the Executive, who were most sympathetic to the circumstances surrounding the request, nevertheless felt that it was impossible to entertain the idea of doing three courses during the Summer Session (part 2 of the petition). Moreover, given the student's academic record to date, there were some doubts that he should in any event be permitted to take the major portion of his final year off campus. In that respect, the Executive felt that it would be more favourably inclined to part 1 of the petition if, when all the grades for the Winter and Spring Sessions were recorded, the student were to demonstrate an improved performance. Accordingly, the petition was denied (it being understood that the Executive would be prepared to review its decision, in light of changing circumstances).

1.6 Petition for permission to take the remaining half-course in the B.A. General program as a Visiting Student at the University of Calgary: Gordon C. Violini

Mr. Violini was admitted to the Faculty in April 1972 with five advance credits from the University of Calgary, and is now lacking only one half-course to complete degree requirements. The petition for Visiting Student status was admitted on the grounds of financial hardship: Mr. Violini's home is in Calgary, and, therefore, it would be a fairly expensive proposition were he to remain in Edmonton for a single-term course.

Petition granted.

2. Minutes of Arts Executive Council Meeting of March 3, 1975

In accordance with a practice approved by Council on October 30, 1972, the Executive considered and approved the Minutes of the Arts Executive Council Meeting of March 3.

3. Committee/Council Memberships

3.1 Executive Committee

As a result of the recent Faculty ballot the following were elected to serve three-year terms, commencing September 1, 1975:

J. W. Bilsland, Department of English
W. D. Gainer, Department of Economics
B. G. Rule, Department of Psychology.

3.2 Executive Council: Student Representation

Student elections having been conducted in accordance with legislation adopted by Council on March 4, 1974 (THAT student elections be held in the spring, with a July 1-June 30 term), three of the seventeen departments were successful in electing students to serve on Executive Council for the 1975-76 session:

Department	Student Member	Year of Program in 1975-76
History	Phillip Paul Wiedman	3rd yr. B.A. General
Philosophy	Anthony C. Ogg	4th yr. Honors
Political Science	Linda Ann Kuzz	3rd yr. Cdn. Studies
	David Laycock	4th yr. Honors.

3.3 Honors Committee Chairman

Professor C. R. Wilson of Anthropology having completed his two-year term of office, the Honors Committee at its meeting of April 10 elected a new chairman: Professor R. M. Nielsen, Classics.

3.4 Selection Committee: Chairman, Department of History

Faculty

Elected to represent the Dept. of History: R. R. Hett
R. C. Macleod
B. M. Smith

Representing GFC: T. L. Powrie, Economics

Students

The Executive nominated an undergraduate student from the Faculty at large: Robert Lewis, 3rd year B.A. General, Anthropology. There being no student from the Department of History (graduate or undergraduate) who is willing to serve, Council will be asked to ratify Mr. Lewis' appointment as the sole student member of this committee.

4. GFC Referral: Composition of Selection Committees for Deans and Directors

Arising out of the Report of the ad hoc Committee to Examine the Composition of Selection Committees for Deans and Directors GFC has requested:

> THAT every faculty and school submit to General Faculties Council the composition that it wishes to have for its Selection Committee for Dean or Director; that reasons be provided for any proposed deviation from the general pattern; and that the submission be made no later than December 31, 1975.

The Executive will recommend that Council simply endorse the existing GFC make-up (ref. attachment).

Selection Committee for Deans and Directors - General Pattern

(i) Vice-President (Academic), Chairman
(ii) Dean of Graduate Studies or his designee
(iii) Three full-time academic members of the Faculty, elected by the members of the Faculty Council concerned, all of whom are to be from different departments. (These people must not be candidates for the position involved). Members all to be from different departments.
(iv) Three full-time students (2 undergraduates and 1 graduate) of the Faculty concerned, all from different departments elected at duly publicised and convened general meetings of the respective recognized student association in the Faculty concerned.
(v) Two persons elected by General Faculties Council from Faculties other than the one concerned; except that in the case of a Faculty associated with a professional body, e.g. Law, Engineering, Medicine and so on, there should be only one such person elected by G.F.C. and that the other of the two people must be a person from outside the academic staff nominated by the professional association recognized by the University and appointed by General Faculties Council.

If no undergraduate association exists in the Faculty concerned, the Students' Union shall convene and publicise the general meeting. If no graduate association is in existence the election shall be sponsored by the Graduate Students' Association. For the Dean of Medicine the voting representative from the University Hospital shall be a member of the committee.

(EXEC September 8, 1971)

Executive Committee Report to Council on its Enquiry into Departmentally Disputed Grades in Sociology 364 (Prof. A.K. Davis)

1. On December 19, 1974, the Executive Committee of the Faculty was asked by the Dean to consider the procedures to be followed if a chairman refused to approve an instructor's grades because they were unacceptable to him. The Dean had been alerted to the possibility of just such a development by Dr. C.W. Hobart, the Chairman of Sociology, who had become concerned about the grading practices of Professor A.K. Davis, who during 1972/3 and 1973/4 had awarded some 70% of his students 8's and 9's in five 300-level courses taught to classes of about 50.

Earlier, at the request of Dr. Hobart, the Dean had undertaken a study of existing University policies, practices and regulations in order to clarify the rôle of chairmen with respect to grades. The Dean concluded that although our system appears to assume that it is the department, through its chairman, that is in the first instance the custodian of standards and acceptable practices, and that an instructor is expected to cooperate in Faculty efforts to establish results acceptable to it, and although a chairman therefore has a duty not to approve grades that are unacceptable to him, authority to change grades or to impose on a course a particular distribution lies not with a chairman or a department, nor indeed with a dean, but with the Council of a Faculty, which under the Act is "empowered to ... appoint the examiners for examinations in the faculty, conduct the examinations and determine the results thereof." In practice chairmen (who must sign examination returns) and deans (who must approve all "cleared" grades before the Registrar can release them) have acted for Council, but in cases of irreconcilable differences, and in the absence of a clear delegation of authority, only Council can act.

The Executive, acting for Council as it is empowered to do between meetings, decided that where a chairman refused to approve a given set of grades, the Dean would, first, determine through the department chairman the possibility of reassessment of the grades in the department. Where reappraisal was practicable, it would be undertaken, and the new grades, if any -- along with those originally submitted -- would be considered by the Executive, which would then "establish the results." If reassessment was for any reason considered impracticable, then the Dean would confirm the grades as submitted, there being no other course of action open to the Executive that would not penalize the students involved. In either case the Executive would, when time permitted, make such enquiries as it considered necessary to determine whether assessments, in the course in question, had been made in a manner acceptable to the Faculty.

2. These procedures in fact had to be brought into play by the Executive when Professor Davis submitted his first-session grades for Sociology 364. Acting for the chairman, Dr. T.F. Hartnagel declined to approve returns showing 60% 8's and 9's, and Professor Davis refused to revise them. The Department was prevented from deciding whether or not the examinations were amenable to reassessment because the instructor would not turn them in for consideration, although he had been informed of the procedures approved by the Executive for handling such disputes. Reassessment being therefore "impracticable," the grades were confirmed by the Dean (with notice attached that they had not received Departmental approval) and an enquiry into the circumstances surrounding the case was begun.

Professor Davis had originally refused to comply with Faculty procedures on a number of grounds, including a rejection of Departmental authority to change grades. In fact, the Department had not undertaken to change his grades: that would be for Executive decision. It had, however, attempted unsuccessfully to have him reconsider his grades. Professor Davis challenged that action as beyond the competence and authority of a chairman, and argued that the signing of returns could only mean, in effect, "note taken" (not "approval given"). He appealed to the Vice-President (Academic) to abolish the signing practice and to arrange for the adjudication of what he considered to be an infringement of academic freedom. Dr. Kreisel replied that matters concerning grades were "entirely within the jurisdiction of the Faculties," subject to overriding GFC authority.

3. On January 22 the Executive decided not to proceed with an enquiry into the particular case, the grades now being official and there being in its view a number of very important issues arising out of it that called for discussion and resolution at GFC level so that henceforth there would be understanding in all quarters of the policies and procedures involved in approval of grades.

4. Council agreed on February 3 to ask GFC for guidance (without prejudice, however, to its existing authority over grades). Pending GFC resolution of the issues involved, Arts Council would itself explore, through the Executive, the general considerations that touch on reconciliation of grades when the Faculty exercises its legislated authority in this area. Meanwhile, the Executive was instructed to take up again its enquiry into the Davis case (and to draw conclusions therefrom for the benefit of Council when guidelines for the future were considered).

In pursuit of its renewed enquiry, the Executive put a number of questions to the Chairman of Sociology concerning his criteria, and, on February 11, instructed Professor Davis to turn in his papers for independent assessment. A reply was received from the Chairman, and a submission from Professor Davis, but the papers were not given up, despite a second request on February 25, when a deadline was set and a warning issued that failure to comply would constitute contempt of Council.

5. Council was informed at a meeting on March 3 that the instructor had failed to meet the deadline but expressed a readiness to hand over his papers "provided that agreement on satisfactory procedures is reached, with the participation and concurrence of the AASUA Academic Welfare Committee ... One part of the procedure must be -- the persons to do the reassessment must be agreed upon in advance by myself" (February 25). Council subsequently defeated a motion, submitted earlier, that it rescind its narrowly passed decision of the previous month to continue the investigation into Professor Davis's Sociology 364 grades.

The Executive Committee of GFC, meeting at the same time, was meanwhile deciding that it was not desirable to impose uniform procedures on all faculties and schools where different considerations might apply. It ruled, instead, that the procedures currently being followed by the Faculty (including those governing the Davis enquiry) had its approval.

6. Professor Davis was informed on March 14 of the "advice" received from GFC. He was also told that the Welfare Committee did not see a rôle for itself in the Faculty's conduct of its business; that the Executive, which would be answerable to Council, did not consider that it was for him to lay down conditions about how it was to conduct its enquiry [Professor Davis having said, in any case, that "there is no competence to reassess

my students, anywhere"]; and that it was a quibble for him to suggest that he was not defying Council. Professor Davis had already, on more than one occasion, been answered on various legalistic questions about the authority of the Executive Council to act. He was now directed for the third time to turn over his papers.

On March 19 Professor Davis replied that he had asked "to meet again with AASUA, and of course with my legal counsel. I will get back to you as soon as that has been done." He considered it essential that his rights as an instructor not be circumvented by haste. On March 20 the Welfare Committee, at the request of the Dean, urged Professor Davis "to co-operate in this enquiry by turning over to the Dean the final examination papers involved," it having no reason to question the authority under which the enquiry was being conducted. On March 25 Professor Davis was informed that the Executive Committee of the Faculty would report to Council that his failure to comply with its instructions to submit his final examination papers in Sociology 364 had made it impossible for the Committee to proceed with the enquiry it had been directed by Council to conduct.

Council may wish to consider formal censure of Professor Davis for obstructing it in its enquiry into the dispute over his grades in Sociology 364.

Univ. of Alberta 10 May, 1975

REJOINDER

by A. K. Davis

Ref: "Executive Committee Report to Council... Sociology 364" (n.d.)

This report is biased and incomplete.

1. It does not report the record of the Sociology Dept. regarding grade distributions.

   - In the summer and fall of 1974, the Dept. faculty discussed the issue at four faculty meetings. In addition, there was a sub-committee report, and a statistical analysis of 154 200- and 300-level Sociology courses, 1972-73, and 1973-74, by Prof. J. Fox.

   - After all this reviewing, the Sociology Dept chairman twice asked for a motion on the issue, but none was forthcoming. This shows that the Chairman's claim to modify course grade distributions has no support in the dept.

   - The statistical analysis of 154 classes over two years shows that the distribution of grades is skewed toward the low side. (Bar graph and table attached.) There is no reason to be exercised about grade distributions in the Sociology Dept as a whole.

   - It is wholly arbitrary to try to impose a specific "normal-curve" type of distribution on a specific course, especially in courses like mine, where the conventional approach of a finite list of required readings (and a short list) is not used, along with exams (either essay-type or multiple-choice by pencil-checking) calling for regurgitation of readings or lectures or both. More on this, later.

   - A major question now arises: why did the Sociology Dept chairman persist in seeking to force a change in my grade distributions, having been defeated inside the Department? More later.

2. The Executive Committee Report refers on p. 1 to a study undertaken by the Dean regarding "the role of chairmen with respect to grades." The Report fails to convey a sense of that study, which has many frailties; it takes for granted its "authority," and proceeds to cite the study as authority. In other words, the judge (here, the Dean) cites himself, as his own authority.

   - In fact, this paper, dated "October, 1974", and labelled "Approval of Grades", is called by the Dean a "position paper." A "position paper" is merely "for the sake of argument." It has no further legal or moral authority.

3. The "reassessment issue". The Executive committee Report glosses over the grave questions here raised.

   - Reassessment may be possible in a course wherein the entire basis of grading is written work, completely available to review, based on objective criteria, and where other instructors with closely similar training and approaches are present. Even so, some questions can be raised about fairness to students, and about classroom intangibles.

   - Reassessment is impossible where a course depends heavily on classroom dialogue & office participation; where a course has a relatively unique approach; and where another instructor with very closely similar training and outlook is not present. These conditions apply to Soc. 364. Only the instructor was in the classroom for 13 weeks.

   - Nonetheless, the Sociology Dept administration (chairman & assoc chrmn) did not recognize these basic realities. They assumed that any course can be reassessed, or so they have argued, with the support of the Dean and the Executive committee of Arts & Council. They assume a mechanistic, wooden, lifeless view of University.

   - The reassessment of certain types of courses is under appeal to GFC by myself.

4. The Council Executive Committee inquiry. This procedure is conducted under authority of a vote to investigate Soc 364. The motion was made by Sociology dept chrmn Hobart on Feb 3, 1975; it carried by only one vote.

   - In January, the Council Executive committee had decided to send in, unchanged, the Soc. 364 grades; and to drop its inquiry into Soc 364 (Dean to AKD, 23 January). This was to be followed by debate & advice by GFC - a sensible recourse. It was cut short by the Hobart motion on Feb 3. The reasons for this motion will be taken up later.

   - The Council executive had no authority to act. Under the Universities Act, a Faculty Council may delegate its powers, so long as it delegates specific powers, and powers that are specific. It may not delegate all its powers, as this Council has been doing annually since, it would appear, May, 1966. That means abandonment of the original Act. This is a basic principle of law. It holds, notwithstanding sec. 43.1.c of the Universities Act, cited by the Dean in his 26 Feb. memo to me.

   - If the Dean & Council Executive Committee say this is "legalistic," that is merely a perjorative term. We have procedures, and must observe them. If Council desires an "Executive Council", the Act must be amended.

5. The Executive Committee Report fails to meet the question of the competence of other faculty members to review and reassess another instructor's course papers. It simply files a claim that such reassessment may be carried out. Indeed, it does even less: it assumes that competence, without substantiating same. The recommendations of the Exec. Comm. Report are based on sec 37 of the Universities Act, which empowers a faculty council to "appoint the examiners, conduct the examinations and determine the results."

   - This is a general power and charge. In practice, it has to be delegated to instructors. The Board of Air Canada is empowered in general terms to operate the airline, but only the pilots can fly the planes. Likewise, only individual instructors can assess their own students and classes.

   - In courses that depend entirely on written work, which is 100% available at the end of the course; and where competent other instructors with similar training and approaches to their subject matter are present -- in such cases, reassessment may be practicable. Not otherwise.

   - In principle, reassessment perhaps ought to be possible in any course in a university. In practice, it appears to me that this in certain types of courses, is impossible. I am willing to be shown, however.

6. The Executive Committee Report ignores entirely the contentious and dynamic situation within the Sociology Dept, altho I have made this clear to the Dean several times; and altho the Dean is fully aware of this situation from other sources.

   - The grades assessment issue is largely phoney. The real issue is the on-going Canadianization of the Sociology Dept: Canadianizing of staff, course content, research interests, etc. On July 1, 1975 the Dept will get its first Canadian-citizen chairman. I have been a prime mover of this transformation, both in the U of A Sociology Dept, and as a member of the executive board (and incoming president) of the Canadian Sociology & Anthropology Association.

   - The imported American orthodoxy in the Sociology Dept. has as its core a bland, empiricist ultra-positivism. It is statistical, ahistorical, continentalist, an outpost of the American cultural empire. It tends to view other world perspectives as deviant and unacceptable. It is often an intolerant orthodoxy.

   - What the "Canadian-oriented wing" has been fighting for is a range of perspectives and viewpoints, none of which will be an orthodoxy. A university requires a variety of viewpoints - a total range of all possible viewpoints. We insist on the legitimacy of historical, comparative, dialectical and other perspectives - including the abstract ultra-empiricism, upheld by the American-oriented wing (which includes some native Canadians).

- The balance of power has tipped toward the rising Canadian-oriented wing. We are now hiring Canadian staff, women, and a Canadian dept chairman is about to take office. By and large, such steps as these have been bitterly resisted by the American-oriented wing.

6. The dept chairman's campaign to standardize my grades is one example of the rear-guard action of the American-oriented wing of the Sociology dept.

    - The effort is discriminatory: it is directed solely against myself. No action has been directed against other instructors with high grades, nor against any instructors with low grade-patterns.

    - The issue should never have been allowed to leave the Sociology Dept. Yet the Dean and the Arts Council executive committee (which includes Prof. Nettler, a senior member of the American-oriented wing) -- has allowed itself to become a partisan supporter of the Dept. administration.

7. The Executive Committee Report fails to convey the important fact that, on Feb. 24, 1975, I submitted a large packet of information about my course, Soc. 364. The packet included --

    - a statement about my course, 2 single-spaced pages (copy attached), and a copy of my lengthy reading list.
    - a refutation of the Dept chrmn's statistical argument about course grade distributions.
    - a statement about the factionalism in the Sociology Dept., which underlies the attack on my grades.
    - the results of a survey of grade-sheet signing practices in 26 other Canadian universities, conducted by myself in January, 1975 (copy on request). In brief, in 17 other universities, the chairman signed grade sheets; in all cases but one, the signing was "routine." (In the one exception, an instructor might be queried by a dept committee, but he made the final decision.) In 9 universities of the 26, the instructor sent his grades directly to the Registrar, without Dept review.

    This material has never been responded to, by the Dean or by the Council executive committee.

    I believe that this packet of material is wholly sufficient to justify a verdict that my course, Soc 364, was well conducted in every essential respect.

8. Never have I been invited to meet with the Council executive committee. Nor have I been allowed to speak before the Arts Council Executive, though I so requested in writing to the Dean, last January. Instead, the executive committee has played up its demands that I turn over my final "exams" to the committee. (The committee knows well that I do not give "exams", but only term papers.) The committee has preferred to sit behind its aloof anonymity, and to maintain a charade of a false issue.

9. Let me sketch the scenario: it applies at both the dept level and the Arts executive level.

    - My final papers are demanded. If handed over, they are quickly assigned to my critics and enemies, who of course find them of no worth. Presto: my head is on their platter. I am so stupid??

    - The true worth of the papers is irrelevant; the negative verdict is a foregone conclusion.

    - Does this sound unrealistic? Not at all. Consider the record. In December, 1974, the Sociology Dept acting chrmn (Hartnagel) found my statements about my course "unacceptable." (It is apparent from the later correspondence between myself and the Dean that the scenario was planned in advance by the Dean and the Sociology Dept chrmn and the Council executive committee.)

    - In late April and early May, the outgoing Sociology Dept chrmn went thru the same routine: he asked me for a statement about THREE of my courses, and found all THREE "unacceptable" (as I had predicted in my three statements).

        - It would be the same with my final papers.

        - No wonder that the Dean of Arts urged me to turn over my papers. "Walk into my parlor, said the spider to the fly."

10. Aware of this probable and impending scenario, I withheld my papers, not finally, but conditionally. By letter to the Dean, dated Feb. 28 I said - "I should like to make it clear that I am not refusing to hand over my final papers. I will do so, provided that agreement on satisfactory procedures is reached... One part of that procedure must be - the persons to do the reassessment must be agreed upon in advance by myself." I now add that exact terms of reference for any such review must be spelled out in advance, with my participation. Nothing could be more reasonable.

11. If the Arts executive committee is sincere about its concern as to whether my course was properly conducted, let it extend its concern to all Arts courses.

    - For example, a neighbour of mine recently took a Sociology course, wherein the instructor used a second-rate text, lectured on the basis of the text, gave pencil-check & multiple-choice exams, allowed no term papers, nor any other student initiative. The course offered no challenge whatever. But it turned out a "normal-curve" grade pattern. So it got by. This is "acceptable" teaching??? Since it drew no challenge from the Dept chrmn, or from the Dean or Arts, it must have been acceptable. Doubtless other Sociology, and other Arts courses - many courses - fall in this category. I should like to hear a response on this point, from the Soc. Dept chrmn, and from the Dean of Arts.

12. IN SUMMARY:

- The Arts exec. committee report is out of line, for these reasons:
  - The Report is out of touch with what is really going on in the Sociology Dept.
  - It was authorized by an improperly constituted body: Arts Council executive.
  - The Report is far out of line with current practices in other major Canadian universities, re chairmen signing grade sheets.
  - The Report, and the proposed procedures for reconciling grades, represent a threat to the academic freedom of instructor and student, because they would impair the instructor's capacity to judge students on their merits.
  - The Report, and the proposed procedures, open the door to interference by partisan chairmen with personal axes to grind, at the expense of instructor and students.
  - To impose a specific grade distribution on a course is arbitrary and unfair. This Council sets no such norms, except perhaps for the large 200-level courses. Even there, the class record booklet cites a distribution which is clearly skewed toward the high side. The same statement also says that failure rates above 15 per cent should be reviewed. Nothing is said about a review of high grades. The sole concern is with low grades.
  - In the present case, it is argued above that the grades issue is largely secondary; the real aim of this whole incident is punitive and political.
  - The Arts executive committee has made little effort to consult with me, or to respond to my reasonable request that safeguards and procedures be spelled out in advance of reassessment. Rather, it has adopted an authoritarian and peremptory attitude: "it is not for me to say anything about reassessment procedures" (Dean to AKD, March 14). This attitude merely confirms my contention that the real aim of the whole proceding is political and punitive.
  - The Report, and the proposed procedures, do not protect the real interests of instructors and students. They open the door to arbitrary abuses; they could easily lead to lawsuits by angry students deprived of high marks they have earned.
  - I remain willing to work with the proper authorities to seek a constructive solution. I am not willing to be someone's patsy.
  - Two other items are relevant: the new Sociology dept administration promises to be a very different one from the old one - it takes over on July 1, 1975.

    Finally, I am filing an appeal to the Dean of Arts against the outgoing Sociology dept chairman, citing discriminatory abuse of powers, under the Faculty Handbook, sec. 117.1

Respectfully submitted, (signed) A. K. Davis

GENERAL SUMMARY STATISTICS

ALL SECTIONS, ALL 200 and 300 LEVEL COURSES, 1972-73 AND 1973-74

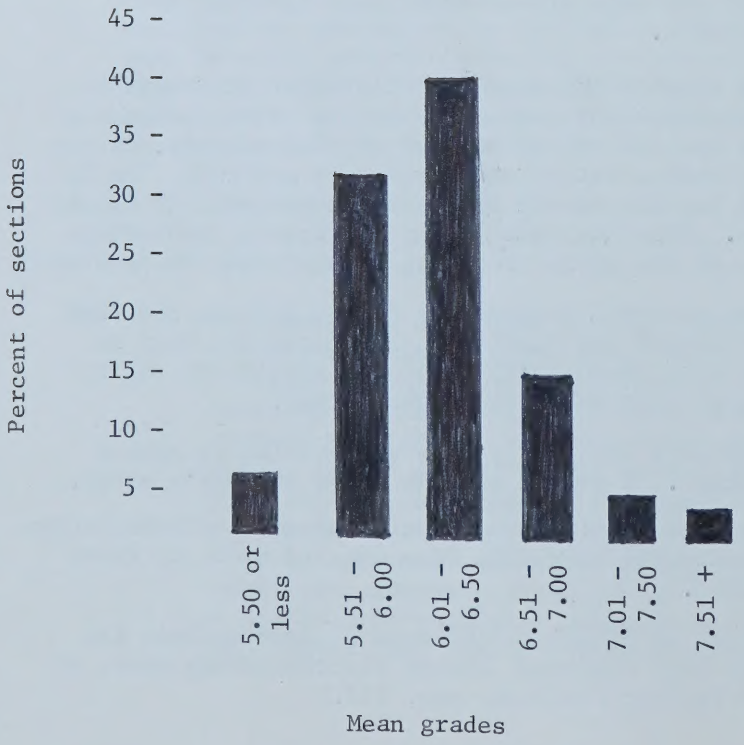
(honors sections omitted)

Courtesy of John Fox

(for Monday Staff Meeting)

MEAN GRADE	NUMBER OF SECTIONS	PERCENT OF SECTIONS
5.50 or less	8	5.19%
5.51 - 6.00	49	31.82
6.01 - 6.50	62	40.26
6.51 - 7.00	22	14.29
7.01 - 7.50	8	5.19
7.51 or more	5	3.25
TOTAL	154	100.00%

Mean Grades of 154 Sociology section
200- & 300-level courses
1972-3, & 1973-4



20 February, 1975

A STATEMENT ABOUT MY COURSE, Sociology 364, by A K Davis, instructor
Fall term, 1974

Course title: Technology and Social Change. Half year. No prerequisites.

Enrollment: started out with 40-45; shook down to 35.

Mechanics: a mid-term, take-home essay, topic chosen by student, reflecting reading and reaction by the student.
a term paper, 2500-3000 words, subject chosen by student reflecting research and critical reactions by the author.
a final-exam, a take-home critical book review, student to pick the book. A topic using parts of several books or articles, was acceptable. The assignment was handed out in mimeod form, on the last class day, as a new faculty regulation requires. The paper had to be handed in by the end of the scheduled examination hour. Only one paper came in late. Copy of the final assignment is attached.

- The reading: no specific readings were required. I gave out longish reading list, which could be added to, with my consent.

- Class dialogue and office conferences: I announced and gave credit for this sort of participation. Credits were built into the recorded grades for the mid-term essay and the final essay. Grades on a number of those two exercises, therefore, do not reflect the papers alone. Hence, an outside reviewer could not review the grades, based simply on the written papers.

    - Some students were articulate in class; others, not. A few of the latter could come to my office and say where they were.
    - Some could write well; others, not. For this reason, I attempted to give scope to both categories.
    - My grade sheet lists "class" and "office" to remind me of individual participations. Copy attached. I keep pencilled notes of office calls.

Students: The course attracts a number of sharp intellectuals - from other depts. There were also a number of older students, back in university after several years outside, and highly motivated. The articulate few, had an up-grading effect on others: the reactions boiled up.

Course Content: Comparative social institutions: kinship, economy-technology, class, power structures, ultimate-value patterns. Societies considered: Canada, USA, China, the Greek city-state, India. Options for other cases. The original course title was (3 yrs ago) "Comparative Social Evolution." It was changed to "Technology & Social Change" by pressure from Chrmn Hobart, seeking to attract science students, without success.

Course mechanics: The mid-term take-home essay was worth 20%; the term paper 45%; the final take-home essay, 35%. However, the class was informed that participation in class or office would carry additional credit; hence these per cents are misleading in most cases, as many students responded to this offer.

The term papers began to be handed in during November; they were due by December 1, and were handed back as I read them.

Conclusions: I taught Soc 364 in a custom-tailored and innovative way. I could have resorted to conventional methods: a short and required reading list, exams to test the memory and recall of the reading, perhaps even using multiple-choice, pencil-check questions. I did none of these things. Instead, I used a much more time-consuming approach, time-consuming on my part. Tests on required readings are usually wasteful; the reading is often forgotten next day. Other instructors have different methods; that is their concern. I feel that I get a better response from students using my own approach. The record of the grades confirms it.

Added May 10

Numerous courses in Sociology (and other depts) are taught in a mechanistic mode, with a few required textbooks (often trash published by American companies). Lectures parallel the text. Tests call for rote learning, tested by multiple-choice, pencil-check questions. This is acceptable education? Perhaps, sometimes. So long as it produces a "normal-curve" grade distribution, or something like it, it gets by. No challenge is made, by dept and Faculty officials. Education???

But this offers no challenge to students: they suffer through it, they conform because they have to. They are secretly bored, and often contemptuous. This is shameful. But University officials cover up.

I offer an alternative. I think that students should be made heavily responsible for their own education. They respond, in a great many cases.

Supplementary Material
Arts Faculty Council, May 13, 197
Agenda item 3.4.

Summary of Recommendations of Executive Committee: Reconciliation of Grades

1. That Council affirm the following principles:

    (a) The department, through the department chairman, is in the first instance the custodian of standards and acceptable grading practices within the department.

    (b) An instructor is expected to cooperate in Faculty efforts to establish results acceptable to the Faculty.

2. That Council delegate to the Dean its authority to "establish the results" in courses, subject to the following stipulations:

    (a) The Dean may sub-delegate this authority to department chairmen, who in signing examination returns will signify their approval of grades.

    (b) Where grades are unacceptable, a chairman may modify them, in consultation with members of the staff.

    (c) An option open to chairmen will be the conversion of unacceptable grades to pass/fail.

    (d) The instructor involved in a dispute will, as a last resort within the Faculty, have right of appeal to the Dean, who may confirm the grades as established by the chairman or, in light of the appeal, arrange for additional consultation and advice before deciding whether to confirm them or accept the instructor's grades without the chairman's assent. It will likewise be open to the Dean to convert the grades to pass/fail. [Instructors are also free, where grades are at issue, to approach GFC. If the dispute turns on the performance of duties, the instructor has right of appeal to the Vice-President (Academic) and President, in turn.]

3. That, in order to make reassessment feasible should the need arise, Council declare as under its jurisdiction (through department chairmen) examination papers, both questions and answers; the Class Record book; a detailed statement of the components involved in making assessments (including an account of information given classes about term work and weights); and any term work by students in the possession of an instructor. In courses without final examinations, copies of one substantial piece of term work will be made and retained for the chairman's use, as needed.

4. That, by virtue of its responsibility for all matters pertaining to grades, Council assert that failure to cooperate by making the materials referred to in (3) available on request will be viewed as irresponsibility in the conduct of a course.

May 13, 1975

Executive Report to Council on the Reconciliation of Grades

Since under our system the instructor is incontestably in the best position to assess the performance of his students, the grade specified by him will, in the great majority of cases, be the grade that is finally assigned. The instructor is not, however, free of all institutional constraints. He is required to make a considered judgment of his students on the basis of various weighted criteria having departmental approval; he must report his grades in an approved manner; and they are subject to scrutiny and approval by chairman and dean, who are charged with "general supervision over and direction of the academic work and instructional staff," of, respectively, department (GFC Policy Manual, p.83) and faculty (Universities Act, Sect. 23).

Although departmental practices vary to some extent, in the few cases where grades cannot in the first instance be approved, they are most often revised by instructors in response to the pressure of more or less clearly established departmental norms, reasoned persuasion, or forceful exhortation by the department's chief executive officer. The question is how to proceed if these fail and an instructor refuses to modify his grades in order to make them acceptable to the department chairman.

The issue can be couched in legalistic terms as a question of authority, although in referring it on February 3 to GFC for guidance, Arts Council in effect sought to raise the debate to a higher level of concern touching on questions of role and responsibility (of teacher, administration, Council itself). Under the Act (Sect. 37), Council is explicitly charged with responsibility for all matters pertaining to grades. Just as clearly, in practice, only a department can "appoint the examiners, conduct the examinations and determine the results thereof."

Grades are said not to be the exclusive concern of individual instructors for good reason (quite aside from questions of form and process). They have an institutional context, and must therefore at some point be seen in perspective. Chairmen have responsibility for the academic well-being of departments, and are therefore (in this connection) charged with scrutinizing examination returns and signing them when they are acceptable to them. Grades are also to be arrived at in a fair and responsible manner. Since (as is specified in the Handbook, 117.1) chairmen are "responsible for the determination of duties to be carried out by each faculty member and for the performance thereof," they are (once again) called on to satisfy themselves that grades are in all respects in order. Therefore, it is (and has been for years) the department chairman who acts for Council in establishing grades.

GFC Executive has recently given the practice in Arts the force of principle:

1. The department, through the department chairman, is in the first instance the custodian of standards and acceptable practices within the department.

2. An instructor is expected to cooperate in Faculty efforts to establish results acceptable to the Faculty.

Arts Council has asked its Executive to "explore the general considerations concerning implementation of Faculty authority in the matter of reconciliation of grades, and to report forthwith" (February 3). The first consideration, in the view of the Executive, is a need for Council to confirm these principles by formal resolution.

The second need, to accommodate unresolved disputes, is for Council to decide whether (a) it will retain its ultimate responsibility for "establishing the results" of examinations, either by allowing to remain in force the somewhat unwieldy procedures established on December 19 (see "Executive Report to Council on Disputed Grades in Sociology 364," page 1, para. 3) or by devising some other adjudicatory mechanism at the Faculty level; or (b) delegate its responsibility for determining final grades.

Existing procedures are unwieldy because they give a working role to a body (the Executive) that is far removed from the actual scene, with consequent delays and over-complication. They, moreover, can lead to confirmation of an intransigent instructor's grades, even though there may be reason to believe that they are unfair. These inherent difficulties would probably attend whatever extra-departmental body was assigned functional responsibility.

On the other hand, to delegate to chairmen the authority actually to change disputed grades would or could appear to involve arbitrariness not totally unlike that considered unacceptable in an instructor. In any case, since Council cannot deprive staff members of their right of appeal where they believe that an injustice has been done them, it seems unlikely that such authority in the hands of a chairman would in any event be final.

What is needed, in the view of the Executive, is a departmentally-based procedure that will recognize the vital role of the chairman but ensure to some degree that he represents departmental expertise, with provision for quick appeal to the Dean as last Faculty resort for the instructor involved. Rather than attempt to legislate in detail for each department, the Executive recommends simply (on loose analogy with GFC rules governing Reappraisals) that where grades are unacceptable to a chairman, he be empowered to modify them, in consultation with members of the staff. It is also recommended that an option available to chairmen be the conversion of unacceptable grades to pass/fail marks. The instructor involved will have right of appeal to the Dean, who can either confirm the grades as established by the chairman or, in light of the protest, arrange for additional consultation and advice before deciding whether to confirm them or accept the instructor's grades without the chairman's assent. It will likewise be open to the Dean to convert the marks to pass/fail. The expectation is that the Dean will become involved only rarely.*

Technically, this procedure would best be implemented by Council's delegating to the Dean its authority "to establish results." The Dean would then sub-delegate to chairmen this power, subject to the stipulations made above.

In order to make reassessment possible, should the occasion arise, a chairman will need all available materials for consideration by him and the colleagues he consults. Council ought therefore to stipulate that, in pursuance of its responsibility for establishing results, it considers as under its jurisdiction examination papers, both questions and answers. the Class Record Book, a detailed statement of the components involved in making assessments (including an account of information given classes about term work and weights), and any term work by a student in the possession of an instructor. In courses without final examinations, copies of one substantial piece of term work should be made and retained. Failure to cooperate by making these materials available on request ought to be viewed as irresponsibility in the conduct of a course.

No set of procedures or regulations can itself guarantee that reason and fairness will prevail; but there is, presumably, need for general guidelines so that there will be a clear understanding throughout the Faculty of the various roles involved in establishing grades. Technical and legal authority is one thing. It is more important that such guidelines -- in so sensitive an area -- be widely accepted if they are to have much chance of serving the purpose for which they are designed. Arts Executive believes that what is here proposed will meet the needs of the Faculty.

* Where grades are at issue, the staff member who remains unsatisfied may also approach GFC, which under the Act has control over Faculty councils. If the dispute turns on the performance of duties, the staff member has right of appeal to the Vice-President (Academic) and President, in turn.

May, 1975

ARTS FACULTY COUNCIL

Minutes of Second Spring Meeting, May 22, 1975

2:00 - 5:30 p.m.

PRESENT: R. G. Baldwin, B. R. Abu-Laban, R. F. Anderson, D. Barbour, D. E. Bessai, J. W. Bilsland, F. D. Blackley, W. A. Blanchard, E. D. Blodgett, N. Bonvalet, R. Bonvalet, R. N. Bosley, R. J. Buck, F. F. Bueckert, R. L. Busch, R. Cirillo, J. D. W. Crowther, K. R. Cunningham, G. Dacks, R. J. E. d'Alquen, R. A. Davey, A. K. Davis, F. A. de Luna, C. Dimic, M. V. Dimic, C. Q. Drummond, W. Eastman, E. Egert, F. C. Engelmann, B. L. Evans, G. Fearn, D. Fearon, R. Frucht, P. Gallivan, K. A. Garbrah, C. Gordon-Craig, E. J. H. Greene, H. A. Hargreaves, R. R. Hett, C. W. Hobart, R. Hoffpauir, A. J. Holden, D. Jackel, P. L. Knight, J. F. Lauber, J. MacIntyre, M. W. MacKenzie, J. S. McMaster, R. D. McMaster, G. Marahrens, U. Margolin, E. Marxheimer, R. J. Middleditch, P. Monod, C. H. Moore, R. G. Motut, R. G. Moyles, E. Mozejko, J. M. Nelson, R. M. Nielsen, M. S. Noorzoy, N. J. Parker-Jervis, C. T. Peacocke, T. L. Powrie, T. M. S. Priestly, M. Prokop, F. Radford, P. A. Robberecht, T. Rolston, W. R. Sampson, M. Sasonkin, S. Scobie, A. Scott, R. Silvester, R. C. Smith, R. A. Stangeland, D. G. Steele, R. A. Sydie, E. Waugh, M. A. Whitaker, R. G. Whitinger, N. Wickenden, B. W. Wilkinson, J. R. Wilson, R. R. Wilson.

1. Agenda Changes

   The following additions to the agenda were approved:

   1.1 Minutes of meeting of May 13, 1975
   (on a motion by Prof. Sasonkin, seconded by Prof. Dimic)

   1.2 Business arising: exchange of correspondence, Dean/Prof. A.K. Davis
   (on a motion by Prof. Dimic, seconded by Prof. Smith)

   1.3 Executive Committee: summer quorum
   (on a motion by Prof. Hargreaves, seconded by Prof. Eastman)

   1.4 Levying of academic penalties
   (on a motion by Prof. Engelmann, seconded by Prof. Fearn, for insertion between items 3 & 4 of the original agenda).

2. Minutes of Meeting of May 13, 1975

   On a motion by Professor Scott, seconded by Professor Robberecht, the Minutes were approved as circulated.

3. Business Arising: Exchange of Correspondence, Dean/Prof. A. K. Davis

   An exchange of correspondence between the Dean and Professor Davis concerning the chairing of the meeting of May 13 was received for information. Copies of the memos--dated May 14, 16 & 21--are attached to the official Minutes.

4. Executive Committee: Summer Quorum

   It was moved by Professor Dimic, seconded by Professor MacKenzie,

   > THAT Council approve the use of incoming members of the Executive Committee prior to the date they would normally take office (September 1, 1975) in order to ensure a quorum during the summer months.

   Motion carried.

5. Additions to the List of Spring Graduands
Members had before them the Report of the Committee on Academic Standing dated May 21, 1975, a copy of which is attached to the official Minutes. It was moved by Professor Smith, seconded by Professor Blanchard,

> THAT sections 1.1-1.4 inclusive of the Report be approved by Council, with section 1.5 being received for information.

Motion carried.

6. Report of the Course and Calendar Committee
Members had before them the following documents, copies of which are attached to the official Minutes: i) the Calendar Committee Report dated May 13/75, ii) a supplementary submission re: Comparative Literature dated May 13, and iii) an addendum dated May 16.

6.1 Section 1. of Report
This section was dealt with at the meeting of May 13 [ref. item 5, 13/5/75].

6.2 Section 2. of Report
Council was asked to consider section 2. in light of further supplementary information and errata:

p.2 Insert Economics 312
Add note: Not to be taken by students who have credit in History 357.

p.3 (and addendum)
German 650
Delete note: Formerly part of German 645.

German 645
Delete note: Formerly titled 20th century literature and incorporating GERM 650.

Section 43.10.3 Concentration in German
Correction underlined: Students in a B.A. (Special) Program will take a minimum of 5 and a maximum of 8 courses, and all programs are arranged in consultation with the department.

p.5 Insert History 357
Add note: Not open to students who have taken Economics 312.

p.10 RUSS 412

Insert hyphen: syllabo-tonic

p.12 SOC 352. Population, Social and Economic Development
Delete change in course title (i.e. title remains as listed above).

It was moved by Professor Powrie, seconded by Professor Stangeland,

> THAT section 2. of the Course and Calendar Committee Report (pp.2-13 inclusive), as amended and corrected, be approved by Council.

Prior to the vote, an amendment to the description of Sociology 453 (p.12 of Report) was moved by Professor Wickenden, seconded by Professor Eastman, THAT the phrase "and their interrelationships" be struck from the first sentence (on the grounds that it was not essential to the description).

Amendment carried.

The vote was taken on Professor Powrie's motion.

Motion carried.

It was then moved by Professor Dimic, seconded by Professor Blodgett,

THAT Comp. Lit. 490 (originally approved for 1976-77) be accepted for offering in 1975-76.

Motion carried.

6.3 Section 3. of Report: New Courses Proposed by the Department of Comparative Literature [C LIT 250, 340, 362, 364 and 370]

This section of the Report was placed before Council without recommendation by the Course & Calendar Committee, it being noted that the proposed new courses were the subject of one or more unresolved challenges.

It was moved by Professor Dimic, seconded by Professor Blodgett,

THAT Comparative Literature 250. Introduction to Major Western Works be approved, as described.

Note: Two changes in the course description (ref. p.14 of Report) were made by the Department of Comparative Literature:

i) the second sentence was deleted ("It would be organized around a single theme, such as 'The Damned and the Saved'.");

ii) a "Note" was added ("Only one of C LIT 200/250/300 may be taken for credit.").

Some members having questioned the striking from the description of any reference to the thematic approach, the Chairman of Comparative Literature emphasized that there was no intention of misleading Council re: the nature of the course. Professor Dimic explained a) that the revised description would afford flexibility in the organization of the course material by a given instructor, and b) that it corresponded very closely to the existing course descriptions for C LIT 200. Introduction to World Literature and C LIT 300. Studies in World Literature. Professor Dimic added that the introduction of C LIT 250 was not predicated upon there being any changes in either C LIT 200 or 300. The point of departure was in the new course, which involved a different chronological aspect.

A very lengthy debate then took place, the questions and objections for the most part being raised by members of the language and literature departments (some of these having been raised when the course was first challenged, ref. supplementary material dated May 13/75). The following observations were made repeatedly throughout the discussion:

-- that courses on world literature in translation were not the appropriate realm for the Department of Comparative Literature, being an intrusion upon other departments (ref. p.2, supplementary material: "Several of the foreign language departments now offer courses dealing with the classics of their national literatures in translation, and there seems no call for more; if something of broader scope is desirable, then these departments can offer an Inter. Dept. course to which each can contribute its expertise.");*

-- that the existence of two other Comp. Lit. courses on world literature in translation should not be used as a precedent for creating further courses in this area;

-- that an introductory course having a thematic approach was not the kind of course which should be offered to beginning students at the freshman level (one member having suggested that Comp. Lit. courses were not in any case suitable topics at the undergraduate level);

-- that the crux of the matter was the extent to which in such a course some comparative viewpoint and comparative objectives were feasible (a number of members being of the opinion that the topic itself was so broad that there would be little, if any, time to introduce a meaningful comparative factor);

-- that consideration of new course proposals from the Department of Comparative Literature be deferred, pending reactivation of the Dean's ad hoc Advisory Committee on Comparative Literature Studies and a thorough review of the areas of contention between Comp. Lit. and the language and literature departments.

In rebuttal, it was noted:

-- that, by definition, a department of Comparative Literature "teaches the literatures of other departments," but that areas of overlap are minimal (the comparativist's point of view being different from that of the classicist, the Germanist, etc.);

-- that, at least in terms of enrollments (say, for example, a comparison between English and Comp. Lit.), it was difficult to take seriously a suggestion of "encroachment";

-- that Comparative Literature was particularly well suited to offering an introductory course dealing with a segment of the western literary heritage: a course which would introduce some major literary works and movements, some major genres, and which would stress cultural and other differences (in the latter respect Council was reminded that the Dept. of Comp. Lit. was composed of "people with obvious credentials in the discipline, and who maintain that they will attempt to teach C LIT 250 as a comparativist course");

*Professor Marahrens, having referred to Council's acceptance in September 1974 of the APAC recommendation that interdisciplinary and multidisciplinary courses be designed for the four essential ingredient areas of the liberal arts (Humanities, Fine Arts, Social Sciences & Natural Sciences), asked that it be recorded in the Minutes that "the Department of Germanic Languages wishes to play its proper role and wishes to receive its proper share in the designing and offering of these interdisciplinary and multidisciplinary courses in the Humanities."

- that, were Comp. Lit. to be prohibited from offering foreign literatures in translation, the effect would be to confine the discipline to the field of graduate studies--or even to legislate it out of existence (on the grounds that individual students would not have a grasp of all of the languages required for a study of the full range of texts used in a comparativist course);

- that if Council wished to debate the issue of studies in translation and the suitability of courses offered at the introductory and/or senior levels, it should not confine itself to a single department.

Prior to the vote, Dean Baldwin reminded members that the viability of the Department of Comparative Literature was not an issue before Council, neither was the existing program of Comparative Literature an issue, nor the competence of that department. In the Dean's view the issue before Council was a jurisdictional one: "it was for Council to decide whether or not the health of one department or several departments is on the basis of a competing claim endangered by the proposal of the new course (C LIT 250)."

The question was put, the electronic tally showing a one-vote margin (41 for, 42 against). Under Council's rules a second ballot was required, which resulted in a tie. Dean Baldwin then observed that, "in light of the kind and the length of the debate occasioned by this proposal for a new course and the outcome of the two votes, it appears that there are as many people who are opposed, or have unanswered questions, as there are people who are completely satisfied." In these circumstances the chair did not feel it would be appropriate to cast a ballot in order to break the tie. The motion was therefore lost.

Council was then asked to consider:

i) a proposal by Professor d'Alquen that Council entertain a motion to reactivate the Dean's ad hoc Advisory Committee on Comparative Literature Studies;

ii) a request by Professor Dimic that Council consider the remainder of the new courses proposed by Comparative Literature.

As a background for the discussion, Dean Baldwin explained that the ad hoc Advisory Committee on Comparative Literature Studies was created in April 1974 in response to a request from the chairmen of the language and literature departments that the scope of Comparative Literature be clearly defined (co-operation with the Dept. of Comparative Literature being hampered as a result of a feeling among the language chairmen that that department was developing in a seemingly unplanned and undefined way). The Committee had quickly ground to a halt, its members having come to the conclusion that there was no reason why Comp. Lit. should be singled out for scrutiny and definition of its scope--that the issue involved the whole approach to foreign literature teaching across the language departments (including the Dept. of English). The Dean for his part did not feel any sense of urgency to make the kind of study indicated i) because he did not share most of the concerns which had been expressed about Comparative Literature, ii) because he felt that with Comp. Lit. becoming more self-sufficient the need for active co-operation with other departments (in the use of staff, etc.) would gradually diminish, and iii) because it was highly debatable that the striking of another committee would produce a consensus. Dean Baldwin added that he felt it was in the nature of the discipline that Comparative Literature would from time to time be at odds with the other literature departments (this being the case on other campuses in Canada and the United States), and that he himself was not convinced that a certain amount of uneasy tension was necessarily a bad thing. Members were also reminded that, by virtue of its examination of individual course proposals, Council itself provides a forum for the adjudication of departmental interests (i.e., the question of jurisdiction). In that respect, Dean Baldwin observed that in the preceding debate he had not heard from those challenging C LIT 250 why the competing claims were of such weight as to be over-riding. The Dean concluded his remarks with the statement that he himself had no doubts about the viability, the legitimacy, or the competence of Comparative Literature.

The chair having recognized the Chairman of the Course and Calendar Committee, Professor Powrie recommended that Council deal with the balance of that Committee's report (i.e. the remainder of the new courses proposed by Comp. Lit.). It was then moved by Professor Dimic, seconded by Professor Blodgett,

> THAT Comparative Literature 340. Extrinsic Approaches to Literature be approved by Council.

An amendment was moved by Professor Sydie, seconded by Professor Dimic,

> THAT the second sentence of the course description be deleted ("It would examine such relations as literature and psychology, society and the other arts.").

The vote on the amendment being 40-for and 39-against, a second ballot was taken--which produced an identical tally. The Chair elected to vote with those opposed to the amendment, thereby creating a tie and defeating the amendment.

A question was then raised why a reading knowledge of one relevant language other than English was a prerequisite in only one of the four senior courses proposed by Comparative Literature (340, 362, 364 & 370). In response, Professor Dimic explained that in courses of a methodological and theoretical nature such as C LIT 340 and 364 there would appear to be no necessity for a language prerequisite. [This issue was dealt with separately in the case of C LIT 370; see below.]

The vote was taken re: approval of C LIT 340.

Motion carried.

It was moved by Professor Dimic, seconded by Professor Blodgett,

> THAT Comparative Literature 362. International Movements in Contemporary Literature be approved by Council.

Motion carried.

It was moved by Professor Dimic, seconded by Professor Blodgett,

> THAT Comparative Literature 370. Introduction to the Comparative Study of Canadian Literatures be approved, as described on p.5 of the supplementary material (both the title and the description having been corrected to read "Canadian Literatures").

On presenting the motion, Prof. Dimic asked that a correction be made in the accompanying submission (p.8, supplementary material) to the effect that "Harvard is founding a chair in French-Canadian Literature, in addition to one already existing in English-Canadian Literature" (i.e. a chair is not being established in Comparative Canadian Literatures, as stated in that document).

An amendment was moved by Professor Bessai, seconded by Professor Scobie,

> THAT a reading knowledge of one relevant language other than English be stipulated as a prerequisite.

Discussion of the amendment for the most part centred on the issue of studies in translation, this issue having already been reported in the Minutes.

Amendment carried.

Motion, as amended, carried.

7. Reconciliation of Grades: General Guidelines
Council having resumed its debate re: the Executive's recommendations [ref. item 4.5, 13/5/75], an amendment (which was introduced at the last meeting) was moved by Professor Silvester, seconded by Professor Barbour:

> THAT recommendation 2.(b) be amended to read "...in consultation with the instructor and other members of the staff."

Professor Bosley then moved, seconded by Professor de Luna,

> THAT the Executive's recommendations 2(a)-(d) inclusive (and the proposed amendment to 2(b)) be tabled, so that Council may consider a substitute recommendation.

Motion carried.

It was moved by Professor Bosley, seconded by Professor Frucht,

> THAT the following procedure be recommended for resolving that conflict which arises when a chairman refuses to sign for the grades submitted for a given course by a given instructor:
>
> i) the Dean first decides whether the chairman can be supported in this action;
>
> ii) if not, the original grades become official;
>
> iii) if so, a committee is struck to give grades for the class in question;
>
> iv) the committee is composed of three members of staff, either from within or without the department: one chosen by the chairman, one by the staff member in question, and one by the Dean (it being understood that its membership would not include the Dean, the chairman, or the Faculty member in question);
>
> v) the committee's decision shall be final.

In view of the lateness of the hour (5:00 p.m.) and the complexity of the substitute recommendation (which was not available in written form for Council's study), it was moved by Professor de Luna, seconded by Professor Buck,

> THAT Professor Bosley's motion, and with it the original tabled motion (and amendment) be referred to an unspecified committee, without instructions, for further consideration and to report back.
>
> Note: It was understood a) that the Executive would select the appropriate committee, but that it would not itself undertake the charge, and b) that the committee need not necessarily report back to full Council.

Motion carried.

It was moved by Professor de Luna, seconded by Professor Dimic,

> THAT the Executive's recommendations 3. and 4. likewise be referred to the unspecified committee.

Motion carried.

In the interim, the procedures which were approved by Council on February 3, 1975 are in force, as are the principles which were adopted at the May 13 meeting.

It was moved by Professor Dimic, seconded by Professor Buck,

> THAT Council take up one more item of business [ref. item 1.4 above], and then adjourn.

Motion carried.

8. Levying of Academic Penalties

It was moved by Professor Engelmann, seconded by Professor Fearn,

> THAT since academic penalties against staff members are presently under negotiation between the Board of Governors and the AASUA, this Council advises its Executive Committee not to suggest the levying of such penalties during this interim period.

Professor Engelmann having suggested that the resolution of the negotiations between the Board of Governors and the AASUA would be forthcoming in the autumn, and it being noted that proposals by the Executive for the levying of academic penalties (i.e., censure) were uncommon, and there appearing to be considerable confusion about the intent of the motion, a motion to table was moved by Professor Hobart, seconded by Professor Scott.

Motion carried.

9. Deferrals

9.1 Credit by special assessment: implementation proposals
9.2 Curriculum Committee report: deceleration and residence
9.3 Voting rights of staff on leave: chairman selection committee

10. Adjournment

By general consent, on a motion by Professor Smith, seconded by Professor d'Alquen, the meeting was adjourned at 5:30 p.m.

Report of the Committee on Academic Standing - 21 May 75 meeting

1.1 Recommended for the degree of Bachelor of Arts (Special) with Distinction

HAUNHOLTER, John Thomas

1.2 Recommended for the degree of Bachelor of Arts (General)

CHISTE, Claudio Lelio

GUREVITCH, Cyril Sidney

HEE, Ernest Anton

JONES, Bernice Evelyn

LaBRANCHE, Janine Wynne

ONISKO, Toni-Anne Lee

SISSONS, Clayton

SMART, Wesley William

TRAPLER, Anita Louise

WOOD, Brian George

1.3 Special Case

The Committee recommends that HSU, Dorothy Ching-You be granted the degree of Bachelor of Arts in the General Program, notwithstanding an extra half course in her second area of concentration.

1.4 Remove from list of Spring Graduands

RAMAGE, Irene Rae Bertha - re-enrolled in the B.A.(Special) program just prior to the 13 May 75 meeting and has asked that her name be removed from the list of graduands.

1.5 Confidential list of those failing to meet degree requirements

The following names should be removed from this list as they have met degree requirements:

HSU, Dorothy Ching-You

ONISKO, Toni-Anne Lee

(signed) R.J. Middleditch
for R. C. Smith
Chairman
Committee on Academic Standing

TO Dean of Arts

21 May, 1975

FROM A K Davis, Sociology

Your 16th May

I retract my 14 May, with apologies: my concern is with the general procedures of grade assessment, not with personal issues.

AKD

TO Professor A.K. Davis
Department of Sociology

May 16, 1975

FROM Dean of Arts

I have your letter of May 14, 1975, in which you raise a number of objections to the way in which I chaired Council during consideration of your case on May 13. You say that my chairing of the long discussion "was in considerable part (not entirely) unfair."

In view of this charge, I shall ask Council on May 22 to give your letter a place on our agenda. A two-thirds majority will be required to modify the agenda, but I am sure that Council will view the issue as a serious one, and will wish to debate it. I will vacate the chair during the discussion and disposition of your charges.

(signed)

R. G. Baldwin

cc: Miss F. Watters

14 May, 1975

cc: AASUA
CAUT, Ottawa
V-President
Academic

From: A K Davis
To: Dean of Arts

Correction of the May 13 record (please enter in the minutes)

Refs: Arts Executive Council meeting of 3 March, 1975
Arts Council meeting of 13 May, 1975

This is a procedural objection to the contrast between the way you conducted the electronic vote on March 3, and on May 13, in my case. It is important, because in the May 13 meeting, after I had described the March 3 vote on Abu-Laban's motion to rescind the inquiry into my course Soc. 364 as having lost by 2 votes -- you stated the vote to have been 27-18 against the motion to rescind. You did not give me a chance to correct that statement. I think this was unfair, hence this letter.

- On March 3, the vote on the Abu-Laban motion to rescind the inquiry was first taken electronically. You announced the vote at once, 24-22, to defeat the motion. You then said that a paper ballot is required. It was taken, and announced as 27-18 against the motion. I was there, taking notes, and I am quoting those notes, which anyone can look at. (You never asked me to speak, incidentally, though you knew well that I was there: you looked right at me, sitting in the back row, several times.)

- On May 13, you took an electronic vote on the motion to censure me. You did not, however, announce the vote: you proceeded at once to the paper ballot, which turned out 51-47 to defeat the motion to censure.

Now, when the electronic vote was very narrowly against me, you announced the vote (March 3), and on the immediately following paper ballot, you gained a "bandwagon" effect: several persons switched votes. BUT, on May 13, when the electronic vote went against the side you favoured, you did not announce the vote (which is visible only to you). You thereby avoided the bandwagon effect when it would have gone against you.

This brings me to a larger issue: how fairly do you chair Council?? I feel that your conduct of the May 13 meeting was not impartial. You constantly departed from a chairing role, without leaving the chair. I speak as one with considerable experience in parliamentary procedure, in which I firmly believe. I am referring here only to your handling of my case, not to a general judgment. I think your chairing of the long discussion of my case on May 13, was in considerable part (not entirely) unfair. You were an advocate, not a chairman; partisan, not impartial. You probably talked more than anyone else, on May 13, and mostly you talked against me. I am willing to test our opposing views in open proceedings, but I here record my objection to contending both against chairman and opponent.

Respectfully submitted, A K D

Course and Calendar Committee Report to the 13 May 75 Meeting of Faculty Council

This report is divided into the following three sections: 1) Courses recommended to Council for the 1975/76 session, notwithstanding the fact that they will not appear in either the Calendar or the advanced registration booklet; 2) New courses and course changes recommended for the 1976/77 Calendar; 3) New courses which the committee cannot recommend since they are the subject of an unresolved challenge.

SECTION 1: Courses recommended to Council for 1975/76

CLASSICS: Reduce Classics 200 to a single term course as follows:

200 Literature of Greece and Rome *3 (either term, 3-0)
Introduction to literature of Greece & Rome (in English translation). A limited number of major works will be analyzed, representing most important genres, including epic, drama and history. Note: A full session course prior to 1975/76.

HISTORY: Divide History 395 into two single term courses as follows:

394 An Introduction to the History of Science and Technology *3 (either term, 3-0)
The evolution of technology and science from earliest times to the end of the Middle Ages. Note: Formerly part of History 395.

397 A History of Science, Technology and Society since the Renaissance *3 (either term, 3-0)
Note: Formerly part of History 395.

New Courses:

385 History of Science and Technology in China *3 (either term, 3-0)
The development of science and technology in China from earliest times to the present. Note: Formerly "Tropical Africa," a full session course.

393 Iberian History *3 (First Term, 3-0)
A survey of Spanish and Portuguese History.

Cancel:

395

Calendar Committee Report, cont'd.

SECTION 2: Calendar changes recommended for the 1976/77 session:

CLASSICS:

475 Practical Methods in Classical Archaeology *3 (10L)
The techniques of excavation and recording in Classical Archaeology.
Prerequisite: Consent of the department.
Note: Offered only for field work in the archaeology of the Greek and Roman world and restricted to those participating in an excavation sponsored by the department.

COMPARATIVE LITERATURE:

490 Modern Hebrew Literature in an International Context * 6 (3-0)
Contemporary Hebrew fiction in relation to East European romantic and realistic writing and to post symbolist English, American, French and German literature. The course is usually taught in translation.
Prerequisite: Competent reading knowledge of at least one relevant language other than English.

Note to Council: This course was approved by Council in May 1974 and was withdrawn at that meeting by the department.

ENGLISH:

Reinstate the following full courses offered prior to 1974/75:

340 Milton

356 Poetry and Prose of the Romantic Period

373 American Literature to 1900

380 Early Twentieth-Century British Literature

383 American Literature from 1900

384 Canadian Literature

Change the following from a single term course to a full session course:

350 The Earlier Victorian Age *6 (3-0)
Note: Formerly a single term course.

Cancel the following course:

436 Milton *3 (either term, 3-0)

Changes to notes appended to the following courses:

345 Change Note to read: Not to be taken by students having credit in English 356.

361 Change Note to read: Not to be taken by students having credit in English 380.

ENGLISH, continued

Changes to notes, cont'd.

367 Change Note to read: Not to be taken by students having credit in English 384.

369 Change Note to read: Not to be taken by students having credit in English 384.

GERMANIC LANGUAGES:

Split German 645 into two courses as follows:

650 Contemporary German Literature (from 1945 to the present)
*3 (either term, 3-0) or *6 (3-0)
Note: Formerly part of German 645

645 Modern German Literature (up to 1945) *3 (either term, 3-0) or *6 (3-0)
Note: A full session course prior to 1976

Add the following new courses:

SCANDINAVIAN 498 Special Topics in Scandinavian Languages and Literatures *3 (either term, 3-0) or *6 (3-0)

SCANDINAVIAN 499 Conference Course *3 (either term, 3-0) or *6 (3-0)

Editorial Changes:

Section 43.10.3 CONCENTRATION IN GERMAN

Add the following paragraph:

Students in a B.A.(Special) Program will take a minimum of 8 courses, and all programs are arranged in consultation with the department.

Section 43.10.4 CONCENTRATION IN SCANDINAVIAN

Add the following paragraph:

Students may register in the four-year B.A.(Special) Program. All programs will be arranged in consultation with the department.

HISTORY:

New Courses:

280 Asia To 1500 *3 (either term, 3-0)
A survey of the history of Asia to the beginning of the sixteenth century.

281 Asia From 1500 *3 (either term, 3-0)
A survey of the history of Asia from the sixteenth century. Prerequisite: History 280 or consent of the department.

457 Topics in British Economic History Since 1714
*3 (either term, 3-0)
A study of the growth and changing structure of the British economy. Prerequisites: History 350 or 357 or Economics 312 or consent of the department.

458 Topics in British Social History Since 1714 *3 (either term, 3-0)
A study of the condition of the poor in Britain using the case study method. Prerequisites: History 350 or 357 or consent of the department.

462 The Gilded Age in America *3 (either term, 3-0)
Topics in the late nineteenth century U.S.

582 China *6 (3-0)
Bibliographical seminar for honors and graduate students specializing in area.

583 Japan and Korea *6 (3-0)
Bibliographical seminar for honors and graduate students specializing in area.

584 Southeast Asia *6 (3-0)
Bibliographical seminar for honors and graduate students specializing in area.

682 China *6 (3-0)
Directed research for graduate students specializing in the area.

683 Japan and Korea *6 (3-0)
Directed research for graduate students specializing in the area.

684 Southeast Asia *6 (3-0)
Directed research for graduate students specializing in the area.

HISTORY, continued

Change of detail for the following courses:

358 Change weight from *3 to *6 (3-0)
Note: A single-term course prior to 1976.

360 Delete "1482-1941" from the title.
Insert the following description:

> A survey of United States history from colonial times to the present.

466 Change title to read: Issues in Modern America
Change weight to read: *3 (either term, 3-0)
Note: A full course prior to 1976.

627 Change title to read: Russia and Eastern Europe

MUSIC:

Editorial changes:

Section 43.26.1 GENERAL INFORMATION

Item (5) to be reworded as follows:

> Candidates other than those who elect a keyboard instrument as a first practical subject are required to pass a keyboard proficiency examination prior to completion of the program. Music 222, 322, 422, and 522 (second practical subject) are available as music options and may be used to prepare for keyboard proficiency tests.

Item (6) should be deleted, and sub-paragraphs (each one) 7, 8, 9, and 10, should be renumbered accordingly as 6, 7, 8, and 9.

Section 43.26.2 COMMON FIRST YEAR

Delete Music 215 and replace with single-term option.

Section 43.26.3 COMPOSITION
Section 43.26.4 HISTORY AND LITERATURE
Section 43.26.5 THEORY
Section 43.26.6 APPLIED MUSIC, KEYBOARD
Section 43.26.7 APPLIED MUSIC, ORCHESTRAL INSTRUMENTS
Section 43.26.8 APPLIED MUSIC, VOICE

Delete Music 315 and replace with single-term music option.

Section 44.25.2 SENIOR COURSES

Change note to read: The ability to read music is required for all courses listed below.

MUSIC, continued

Change of course detail:

215 Change number to Music 222 (in order to establish a numerical sequence coinciding with the proposed new courses in this area); change first note to read "restricted to B.Mus. students."

250 Delete corequisite: Music 251.

251 Delete corequisite: Music 250.
Add Prerequisite: Satisfactory completion of Department of Music theory placement examination.

315 Change number to Music 322.
Change first note to read "restricted to B.Mus. students."
(See 215 above for explanation.)

324 Add Prerequisite: Music 223, 224, or 225, or equivalent.

329 Add Prerequisite: Consent of the department based upon audition for other than B.Mus. students.

350 Delete Corequisite: Music 351.

351 Delete Corequisite: Music 350.

403 Change title to read: Piano Pedagogy 1
Change hourly description to 2-1
Delete description.
Add Prerequisite: Consent of the department.

404 Change title to read: Piano Pedagogy II
Change hourly description to 2-1
Delete present description.
Add Prerequisite: Music 403.

409 Add Prerequisite: Music 323, or 324, or equivalent.

415 Add Prerequisites: Music 250 and 251 or equivalents.

418 Delete Prerequisites: Music 214 and 216.
Add Prerequisites: Music 250 and 251 and any one of the following: Music 202, 203, 301, 304, 402, or equivalents.

419 Delete Prerequisites: Music 214 and 216.
Add Prerequisites: Music 250 and 251 and one of the following: Music 202, 203, 301, 304, 402, or equivalents.

424 Add Prerequisite: Music 324 or equivalent.

MUSIC, Change of course detail, cont'd.

428 Add Prerequisite: Music 324 or 325 or equivalent.

429 Add Prerequisite: Consent of the department based upon audition for other than B.Mus. students.

430 Add Prerequisite: Consent of the department based upon audition for other than B.Mus. students.

435 Add Prerequisite: Consent of the department for other than B.Mus. students.

436 Add Prerequisite: Music 324 or 325 or equivalent.

440 Add Prerequisite: Music 323 or 324 or equivalent.

441 Add Prerequisite: Music 323 or 324 or equivalent.

455 Add Prerequisite: Music 324 or 325 or equivalent.

457 Add Prerequisite: One of Music 203, 301, or 304, or equivalent.

458 Add Prerequisite: Music 323 or 324 or equivalent.

462 Add Prerequisites: Music 350 and 351 or equivalent.

501 Add Prerequisites: Music 202, 203, 301, 304, and 402, or equivalent.

503 Change title to read: Piano Literature 1
Change hourly description to 3-0
Change description to read: Early piano music including the French clavecinists and Scarlatti to the early Romantic period.
Add Prerequisite: Consent of the department.

504 Change title to read: Piano Literature II
Change hourly description to 3-0
Change description to read: Piano music from the mid-Romantic period to the present.
Add Prerequisite: Consent of the department.

505 Change title to read: Bibliography and Methods of Research 1
Add weight of *3 (First Term, 3-0)
(The Department believes that the depth of material covered and the work required of students should be recognized through offering credit and adding a weight to this presently non-weighted course.)

528 Delete the phrase "other students by consent of the Department" in the description.
Add Prerequisite: Music 324 or 325 or equivalent.

529 Add Prerequisite: Consent of the department based upon audition for other than B.Mus. students.

MUSIC, Change of course detail, cont'd.

530 Add Prerequisite: Consent of the department based upon audition for other than B.Mus. students.

532 Add Prerequisites: Music 202, 203, 301, 304, and 402, or equivalent.

534 Add Prerequisites: Any two of Music 202, 203, 301, 304, 402, or equivalent.

535 Change prerequisite to read: Consent of the department for other than B.Mus. students.

536 Change prerequisite to read: Music 324 or 325 or equivalent.

543 Add Prerequisites: Music 350, 351, and 352 or equivalent.

557 Change prerequisites to read: One of Music 203, 301, or 304, or equivalent.

558 Change prerequisite to read: Music 323 or 324 or equivalent.

570 Add Prerequisite: Music 351 or equivalent.

571 Add Prerequisites: Music 350, 351, and 425 or equivalent.

590 Add Prerequisite: Consent of the department.

591 Add Prerequisite: Music 590 or equivalent.

New Courses:

422 Second Practical Subject *3 (both terms, 1-0)
Note: A single-term course offered over the full session. Restricted to B.Mus. students.

522 Second Practical Subject *3 (both terms, 1-0)
Note: A single-term course offered over the full session. Restricted to B.Mus. students.

507 Bibliography and Methods of Research II *3 (Second Term, 3-0)
Prerequisite: Music 505.

SLAVIC LANGUAGES:

New Courses: (Proposed under the Innovative Projects Fund to the Department of Advanced Education)

RUSSIAN 106 Intensive Beginners' Russian I *3 (25-5)
An 'immersion' course designed to give a working knowledge of Russian, with emphasis on conversational skills.
Note: This course is given during the Summer Session only.

RUSSIAN 107 Intensive Beginners' Russian II *3 (25-5)
The continuation of Russian 106. Prerequisite: Russian 106 or consent of the department. Note: This is a Summer Session course given in the Soviet Union.

SLAVIC LANGUAGES: New Courses, cont'd.

RUSSIAN 306 Intensive Second-Year Russian I *3 (25-5)
An 'immersion' course in second-year Russian, with emphasis on conversational skills. Prerequisite: Russian 100 or 107, or consent of the department. Note: This course is given during the Summer Session only.

RUSSIAN 307 Intensive Second-Year Russian II *3 (25-5)
The continuation of Russian 306. Prerequisite: Russian 306 or consent of the department. Note: This is a Summer Session course given in the Soviet Union.

UKRAINIAN 106 Intensive Beginners' Ukrainian I *3 (25-5)
An 'immersion' course designed to give a working knowledge of Ukrainian, with emphasis on conversational skills. Note: This course is given during the Summer Session only.

UKRAINIAN 107 Intensive Beginners' Ukrainian II *3 (25-5)
The continuation of Ukrainian 106. Prerequisite: Ukrainian 106 or consent of the department. Note: This is a Summer Session course given in the Soviet Union.

UKRAINIAN 306 Intensive Second-Year Ukrainian I *3 (25-5)
An 'immersion' course in second-year Ukrainian, with emphasis on conversational skills. Prerequisite: Ukrainian 100 or 107 or consent of the department. Note: This course is given during the Summer Session only.

UKRAINIAN 307 Intensive Second-Year Ukrainian II *3 (25-5)
The continuation of Ukrainian 306. Prerequisite: Ukrainian 306 or consent of the department. Note: This is a Summer Session course given in the Soviet Union.

Course Changes:

POLSH 303 Change description to read: Intermediate grammar, composition, and oral practice based on selected texts of Polish classical and contemporary literature.

SLAV 301 Change prerequisite to read: POLSH 100 or RUSS 100 or 107 or UKR 100 or 107 or equivalent.

SLAV 403 Change prerequisite to read: SLAV 302 and any one of: POLSH 304 or RUSS 304 or 307 or UKR 304 or 307 or 332; or consent of the department.

SLAVIC LANGUAGES: Course Changes, cont'd.

RUSS 201 Change number, title, and description to read:

RUSS 305 Second Year Practical Study *2 (0-1)
Development of oral skills. Recommended for students taking RUSS 303 and 304.

RUSS 302 Change number, title and description to read:

RUSS 405 Third Year Practical Study *2 (0-1)
Development of oral skills. Recommended for students taking RUSS 401 and 402.

RUSS 303 Change prerequisite to read: RUSS 100 or 107 or consent of the department.

RUSS 401 Change prerequisite to read: RUSS 304 or 307 or consent of the department.

RUSS 403 Delete

RUSS 411 Change description and prerequisite to read:

Studies in the Russian drama from the age of Classicism onward. Prerequisite: RUSS 304 or 307 or consent of the department.

RUSS 412 Change description and prerequisite to read:

Developments in Russian poetry from the inception of the syllabotonic tradition with special emphasis on the nineteenth century. Prerequisite: RUSS 304 or 307 or consent of the department.

RUSS 413 Change prerequisite to read: RUSS 304 or 307 or consent of the department.

RUSS 451 Change prerequisite to read: RUSS 304 or 307 or consent of the department.

RUSS 453 Change prerequisite to read: RUSS 304 or 307 or consent of the department.

RUSS 461 Change prerequisite to read: RUSS 304 or 307 or consent of the department.

RUSS 481 Change prerequisite to read: RUSS 304 or 307 or consent of the department.

UKR 201 Change number, title and description to read:

UKR 305 Second Year Practical Study *2 (0-1)
Development of oral skills. Recommended for students taking UKR 303 and 304.

SLAVIC LANGUAGES, Course Changes, cont'd.

UKR 302 Change number, title and description to read:

UKR 405 Third Year Practical Study *2 (0-1)
Development of oral skills. Recommended for students taking UKR 401 and 402.

UKR 303 Change prerequisite to read: UKR 100 or 107 or consent of the department.

UKR 401 Change prerequisite to read: UKR 304 or 307 or consent of the department.

UKR 403 Delete

UKR 411 Change prerequisite to read: UKR 304 or 307 or 332 or consent of the department.

UKR 451 Change prerequisite to read: UKR 304 or 307 or 332 or consent of the department.

UKR 453 Change prerequisite to read: UKR 304 or 307 or 332 or consent of the department.

UKR 465 Change prerequisite to read: UKR 304 or 307 or 332 or consent of the department.

UKR 466 Change prerequisite to read: UKR 304 or 307 or 332 or consent of the department.

UKR 467 Change prerequisite to read: UKR 304 or 307 or 332 or consent of the department.

UKR 481 Change prerequisite to read: UKR 304 or 307 or 332 or consent of the department.

UKR 482 Change prerequisite to read: UKR 304 or 307 or 332 or consent of the department.

SOCIOLOGY:

New Courses:

458 Sociology of Housing in Canada *3 (either term, 3-0)
Social and cultural bases and implications of housing forms, design types and site plans; housing needs of special groups; housing trends in Canada and other countries. Prerequisite: SOC 353 or consent of the department.

462 Science and Society *3 (either term, 3-0)
Factors in the development of the cognitive and organizational domain of science; interrelations between science and major societal institutions and culture; the future of science and the future of society. Prerequisite: SOC 202 or 403.

957

SOCIOLOGY, continued

Course Changes:

301 Change title and description to read:

Sociology of Sex Roles *3 (either term, 3-0)
Comparative study of sex roles in selected societies with an emphasis upon contemporary Canada; sex-specific role behaviors and theories regarding their origin; recent sociological research on the social effects of sex roles.

351 Change title and description to read:

Population Concerns *3 (either term, 3-0)
Population trends and problems in Canada and the rest of the world; social and cultural factors underlying fertility, mortality, and migration patterns and differentials; their relationship to the "population explosion," population composition and distribution; basic population methodology; ecological theories and processes; urbanization; population theory and policy. Prerequisite: SOC 202 or 403 or consent of the department.

352 Change title and description to read:

Population and Economic Development *3 (either term, 3-0)
Principles of growth and development in their social and historical contexts with regard to developed countries such as Canada and in their contemporary context with regard to underdeveloped countries. The interrelationships of economic, social and demographic variables in the process of development. Problems of urbanization and industrialization; factors influencing social change in the modern West or Asia or Latin America or Africa.

453 Change description to read:

An examination of the urban community in Canada and other countries from the ecological, social psychological, and social organizational perspectives and their interrelationships. Appraisal of community studies. Introduction to community research priorities and methodologies. Prerequisite: SOC 202 or 403 or consent of the department.

454 Change description to read:

Sources of demographic and similar data having special relevance for population and urban research in Canada and other countries; availability; uses and limitations; techniques for evaluating and correcting census and vital statistics data; methodological considerations in the selection, assembly, analysis and interpretation of documentary data. Prerequisite: SOC 202 or 403 or consent of the department.

SOCIOLOGY, Course Changes, cont'd.

456 Change description to read:

Measures and determinants of mortality and morbidity; social gerontology in Canada and other developed and developing societies; demographic and selected socio-economic aspects of aging. Prerequisite: SOC 351 or 352 or 375 or consent of the department.

457 Change title and description to read:

Sociology and the Future of Urban Canada *3 (either term, 3-0)
Alternatives to and implications of present city forms, housing and land development policies from a sociological perspective, including new towns, urban redevelopment, suburbia. Prerequisite: SOC 353 or consent of the department.

INT D 455 Change description to read:

Internal and international migration, and its relationship to resources, economic opportunities, and societal organization in Canada and other countries; concepts, measures and analytical techniques; determinants and consequences of migration; types and models of migration; adjustment of migrants; migration and urban and metropolitan growth.

Cancel:

369

SECTION 3: The following material is the subject of one or more unresolved challenges and is therefore placed before Council without recommendation.

COMPARATIVE LITERATURE:

New Course proposed for the 1975/76 session:

250 Introduction to Major Western Works *6 (3-0)
Designed to introduce the major works of western literature since Dante. (It would be organized around a single theme, such as "The Damned and the Saved.")

New Courses proposed for the 1976/77 session

340 Extrinsic Approaches to Literature *6 (3-0)
Designed to demonstrate, from a literary point of view, the use of extrinsic approaches in the study of literature; the nature of the course is introductory. It would examine such relations as literature and psychology, society and the other arts. Prerequisite: C LIT 200 or 300, or ENGL 200 or equivalent.

362 International Movements in Contemporary Literature *6 (3-0)
This course is designed to introduce the student to such topics as literature of the absurd, existential literature, and surrealism.
Prerequisites: C LIT 200 or 300, or ENGL 200 or equivalent; reading knowledge of one relevant language other than English.

364 Studies in the Concept of Genre *3 (either term, 3-0)
An introduction to the study of "genre" in an international and historical context. It would examine the development of a specific genre (i.e. the novel) within a theoretical framework.
Prerequisite: ENGL 200 or equivalent, or C LIT 200 or 300.

370 Introduction to Canadian Literature *3 (either term, 3-0) or *6 (3-0)
Designed to serve as an introduction to problems in Canadian Literature involving material from more than one literature; that is, English and French and/or Ukrainian, etc. Normally, it will be a survey of English/French-Canadian literature.
Prerequisite: C LIT 200 or 300, or ENGL 200 or equivalent.

Note: The Chairman of the Calendar Committee is endeavouring to summarize the arguments presented by the Departments of Comparative Literature, English, and Germanic Languages. It is unlikely that this summary can be circulated to Council members before the May 13 meeting.

Addendum to the Calendar Committee Report of 13 May 75

The Calendar Committee met on 16 May 75 and considered Calendar changes proposed by the Departments of English, Geography, History, Philosophy, Political Science, Religious Studies, Romance Languages and St. Joseph's College.

The Committee considers that all members of Council should have an opportunity to study this material before voting on it in Council and will therefore present it as a report to the August meeting of Council, with the exception of the few amendments to the report of 13 May 75 listed below. Members may expect to receive a copy of the report to the August meeting of Council, early in June.

The following additions and amendments to the 13 May 75 report are recommended for Council's approval:

Additions

ENGLISH:

Cancel: ENGL 422 Studies in Chaucer *6 (3-0)

Reinstate: ENGL 316 Chaucer *6 (3-0)

HISTORY:

HIST 527: Change title to read: Russia and Eastern Europe *6 (3-0)
(This proposal should have been included with the request to re-name HIST 627.)

Amendments

COMPARATIVE LITERATURE:

Page 2. The note under C LIT 490 should read: "This course was approved by the Calendar Committee in 1974 and was withdrawn by the Department at the May meeting of Council."

GERMANIC LANGUAGES:

Page 3. Delete the note under GERM 650.

Change the note under GERM 645 to read: "Formerly titled 20th century literature and incorporating GERM 650."

HISTORY:

Proposed new courses HIST 394/397 are withdrawn and HIST 395 is NOT to be cancelled.

RJM 16 May 75

Supplementary Material
Arts Faculty Council, May 13, 1975
Agenda item 5.

Comparative Literature 250

Proposal

250 Introduction to Major Western Works *6 (3-0)
Designed to introduce the major works of western literature since Dante. (It would be organized around a single theme, such as "The Damned and the Saved.")

This modifies the existing areas of C.Lit. 200 and 300. Its emphasis would be on the rise of European literature (in modern languages) and would not include Classical texts.

Objections from other Departments

1. "This course would add a third course to the existing introductory courses Comp. Lit. 200 and 300.

   "Moreover and more important, it would not be a genuine Comparative Literature course, but a World Literature in English Translation course. I anticipate the same problems with this course which have existed for years in the course Comp. Lit. 200, as far as it concerns Greek and Latin literature and the Department of Classics. The language departments offer courses about masterpieces in English translation (for example: German 320, Russian 320) and want to teach courses about their national literatures themselves. The introduction of a theme, such as 'the Damned and the Saved,' would not substantially change the fact that one major western work of one national literature is taught after another."

   "Since Comp. Lit. 200 and 300 are not genuine Comp. Lit. courses but world literature in English translation courses which ought to be taught by the language departments, a further proliferation of these courses has got to be stopped."

2. "In the proposed course Comp. Lit. 250 title and description are mutually exclusive: either the course is an 'introduction' to major Western works, then it cannot really deal with a theme, or it deals with a theme, then it is not really an introductory course and should not be taught on a 200-level. What we have to expect here is that, according to the title, one major work of one national literature of the West is taught after another."

   "The underlying conception of this course appears to be a very confused one. The course purports to be an 'introduction' and yet it is to be organized around 'a single theme'; this looks like a collision in terms creating difficulties which will be further compounded by the literary naiveté of students at the 200-level who may take the course. More strikingly, there is no indication of how the comparative factor will enter into the course; it appears likely that major works of national literatures will be taught in succession, which will be as much as most 200-level students can manage, and that the comparative factor will be conspicuous only by its absence.

... 2

C.L. 250 - Introduction to Major Western Works (continued)

Objections (cont'd.)

Unless it is anticipated that the works on the course will be taught in the original language, rather than in English translations, it is difficult to see why it should be offered. Several of the foreign language departments now offer courses dealing with the classics of their national literatures in translation, and there seems no call for more; if something of broader scope is desirable, then these departments can offer an Inter. Dept. course to which each can contribute its expertise."

3. "Two other matters are of concern....We would like to know specifically what proportion of the proposed courses will consist of texts in English, whether written in English or translated into English, and what proportion will be texts to be studied in a language other than English. Further, we would like to know just what level of language study constitutes 'a competent reading knowledge.' Is it, for example, French 30, or French 200, or French 300? We believe that the level should be precisely and publicly specified. Finally, we believe that all the proposed courses should specify a reading knowledge of a language other than English."

Replies by Department of Comparative Literature

"Comparative Literature is an integrative discipline. By that, it must be admitted that there will be areas of overlap with other departments in the Humanities' Division of the Faculty. But whether the approach taken in teaching material is diachronic or synchronic is not, it seems to this Department, an area of crucial concern. That is merely a matter of method. ....In any case, if one were to examine the course description with some care, and compare it with that of 200 and 300, one will note only two things, namely, that we are not offering material from Greek and Latin in the new course, and that as an aspect of organization we would like to organize it around a single theme....It seemed to our Curriculum Committee that students at that level, who are indeed naive as far as literature is concerned, could profit from such organization, for it would simplify many problems for the initial student. Nowhere, however, does the course description indicate that the course must be taught diachronically. Nevertheless, it is possible to do so, for one of the very strong positions of those who teach Comparative Literature is that it is a field strongly rooted in literary history."

"The issue of translation is somewhat different, but, nevertheless, there seems to be no statute that I know of that would assert that our Department is...not permitted to teach literatures in translation. The point ....is that Comparative Literature 250 differs in only one way from 200 and 300, and that way is with respect to the teaching of Greek and Latin literature in translation....This course is simply a variation on a precedent."

... 3

C.L. 250 (continued)

Replies by Dept. of Comp. Lit. (cont'd.)

> "Departments of languages and literature(s) are teaching 'their' literature(s) in translation on these very same levels, and they are teaching the literature(s) in the original on all levels. We are supposed, by definition, to be able to teach the same literature(s) in the original, e.g., on the Ph.D. level. How is it possible to construe that we should not teach in translation and/or that, alternatively, a course, e.g., on a literary movement, taught by us and by the respective departments in the original(s) is allowable, but when taught in translation only allowable when offered within one of these other departments?"

Comparative Literature 340

Proposal

340 Extrinsic Approaches to Literature *6 (3-0)
Designed to demonstrate, from a literary point of view, the use of extrinsic approaches in the study of literature; the nature of the course is introductory. It would examine such relations as literature and psychology, society and the other arts.

This course synthesizes existing areas (C.Lit. 460, 464, 465, 470, 504) and is meant as a general introduction to problems in these domains.

Objections from other Departments

> "This course is not self-evidently one that the Dept. of Comp. Lit. is uniquely endowed to offer. It is very like some 'generalist' courses proposed by the English Dept., and after administrative adventures, referred in principle to the Arts Faculty Curriculum Committee, so far without result. It is not clear why such a course should be taught as Comparative Literature when a similar kind of course has not been approved as an aspect of English literature."

Reply from Department of Comparative Literature

> "Objections to Comparative Literature 340, 362, and 364 are of a different character, and involve specific problems regarding the definition of the discipline. It is now accepted, both in North America and in Europe, that one of the terms of reference of Comparative Literature is relations between literature and other arts, as well as psychology and society. Comparative Literature 340 as we define it is not a 'generalist' course, such as those once proposed by the Department of English. It is a specific kind of course that is normally taught in Departments of Comparative Literature and is covering only areas which we already teach at the undergraduate level."

> "We are already teaching such courses per se (e.g., C. Lit. 460, 464, 465, 470, 504) and including this type of material in the graduate course on literary scholarship (C. Lit. 500). Why is it improper to add an undergraduate introduction?"

... 4

C.L. 340 (continued)

Reply by Dept. of Comp. Lit. (cont'd.)

> "It has always been understood that Comparative Literature Studies involve literary theory as such....It is important to note that Wellek and Warren in their Theory of Literature, with its admitted formalistic, intrinsic orientation, still devote five chapters to extrinsic approaches, and that Stalknecht's and Frenz's book on Comparative Literature, assuredly one of the three or four most important ones on the discipline, contains chapters on 'Literature and Psychology,' 'Ideas and Literature,' 'Literature and the Arts.' Why should we deprive our students of this information, when we are, otherwise, teaching courses on the intrinsic method, too?"

> "The argument has been raised, or could be promulgated, that other departments of languages and literature(s) could offer similar courses from their own point of view. But this is a different issue. For the question now before us, the relevant fact is that they all teach, let us say, Romantic poets, and that we do the same -- because where can we find phenomena which could not or do not 'belong' to somebody else: linguistics is usually discussing language as such, and natural languages, comparative literature -- literature as such, and individual literatures, as an historical reality, although there are still departments specializing in one or the other natural languages and literatures."

Comparative Literature 362

Proposal

362 International Movements in Contemporary Literature *6 (3-0)
This course is designed to introduce the student to such topics as literature of the absurd, existential literature, and surrealism.

This course serves as an introduction to existing graduate courses in this area (C.Lit. 611, 612, 638, 640, 641, 642, 645)

Objections

> "The 'comparative' component here is not clear; such a course could be equally well offered as an interdepartmental course. The procedure of justifying an undergraduate course as necessary preparation for graduate courses already being offered seems unusual to say the least; surely the rationale for the course ought to be intrinsic."

Reply

> "Comparative Literature 362 is 'comparative' to the degree that the movements studied extend across national boundaries. Literature studied from such a point of view is a primary domain of Comparative Literature."

... 5

Comparative Literature 364

Proposal

364 Studies in the Concept of Genre *3 (either term, 3-0)
An introduction to the study of "genre" in an international and historical context. It would examine the development of a specific genre (i.e. the novel) within a theoretical framework.

This course is new and is a general introduction to more specialized courses in "genre" offered on a graduate level.

Objections

> "The title of this course and the description appear at odds. The former seems to imply a concern with the theory of genre and the latter with the development of a genre. This should be clarified, as the English Department may have an interest, depending on what is intended?"

Reply

> "I am not sure of the meaning of the objection to Comparative Literature 364. It does not seem to be clear that genre as studied from a theoretical point of view cannot be examined in terms of the history of its development. That is to say, it is quite possible to examine genre from a theoretical point of view and use examples from various literatures and various periods to illustrate and define the theory. We are already teaching more specialized courses of this type on the graduate level. This would be an undergraduate introduction to problems of theory, and we would make use of texts to illustrate the problem."

Comparative Literature 370

Proposal

370 Introduction to the Comparative Study of Canadian Literature
*3 (either term, 3-0) or *6 (3-0)
Designed to serve as an introduction to problems in Canadian Literature involving material from more than one literature; that is, English and French and/or Ukrainian, etc. Normally, it will be a survey of English- and French-Canadian literature, on a comparative basis and within an international framework.

This course is designed to be not only self-sufficient but also as an introduction to C. Lit. 560, a graduate course in specific problems in Canadian literature. Interest in such a course was expressed by the Faculty of Education.

Objections

> "....the Department of English has several courses on English-Canadian literature (Engl. 367, 369, 370, 371), and....the Department of Romance Languages has a fully developed French-Canadian Language and Literature

C.Lit. 370 (continued)

Objections (cont'd.)

programme and several courses on French-Canadian Literature (Fr.Ca. 352, 450, 451, 465, 466, 499)."

"One cannot stretch the definition of Comparative Literature so far as to make it an examination of 'multilingual phenomena'. Also, one cannot say that Canadian literature is 'comparative' simply because some of it is in English and some in French. There is no such thing as a country whose literature is by its nature 'comparative'. 'Comparative Literature' is defined by the use of a methodology in the interpretation of several national literatures; it is not the literature of a given country."

"The Canadianists in the English Department make the following points about this course:

a. Among the general interest courses proposed by the English Department last year and still being studied by the 'appropriate' Faculty Committee was one entitled English 309 (Canadian Cultural Issues and Canadian Literature); this course would seem to cover much of the ground to be encompassed by the proposed Comparative Literature 370.

b. Comparative Literature 370 is described as 'a survey of English/French-Canadian literature.' The English Department offers six courses in Canadian Literature at the senior level of which two or more might fall into the category of 'survey.'....The French Department, it should be noted, has a tradition of offerings in French-Canadian Literature. What particular advantage is to be derived from Canadian Literature surveys in Comparative Literature? The course that is proposed is not properly comparative; it is a combination of courses offered by other Departments.

c. The proposal notes, besides English- and French-Canadian Literature, Ukrainian. Is it not possible that modern Canadian-Ukrainian literature might best be offered by the Dept. of Slavic Languages (which already has a course in modern Ukrainian literature). More important, however, multiculturalism in Canada is most significantly demonstrable in literature written in English. Canadians from various ethnic groups have written in their native languages (Yiddish, German, Ukrainian, Icelandic -- not to mention other native speakers), but the most significant and influential and most widely read literature in Canada deriving from a wide range of ethnic origins is written in English (and to some degree in French). Our English 474, Contexts of Canadian Literature, provides for such a multicultural focus.

d. The description 'problems in Canadian literature involving material of more than one culture' is not clear as to intent (see (b) and (c) above); are the problems to be literary problems in the material?"

Reply

"Comparative Literature 370 presents different problems. Once it is remembered, however, that Comparative Literature is, I repeat, an integrative field of literature, this course should not seem so problematic....There are two reasons why we are proposing it. The first is that Canadian literature is

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Objections (cont'd.)

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C.Lit. 370 (continued)

Reply (cont'd.)

by definition a field of Comparative Literature, and it is so viewed not only at the University of Sherbrooke, but at several universities in the United States. This is based on the fact that Canadian literature is a multi-lingual field. Comparative Literature is a discipline that examines multi-lingual phenomena. Therefore, it would seem self-evident that Canadian literature is comparative. The second reason that we are proposing the course is that Canadian literature is sometimes taught in Canada as if it were not a comparative field. By that I mean that it is taught either as English/Canadian or French/Canadian. We shall not....propose courses in English/Canadian or French/Canadian. We recognize that these are the natural areas of study for the French and English Departments. What we would like to do is to offer the undergraduate student an opportunity to see Canadian literature as a whole, and not in the truncated way that it is normally viewed."

"The other problem....is that in our initial discussion....we described the course as one which would 'serve as an introduction to problems in Canadian literature involving materials of more than one culture.' We used the term 'culture' as an equivalent to the term 'literature.' This would mean that the objection under paragraphs a., c., and e. could probably best be met by changing 'culture' to 'literature.' The fact that English teaches four half-year courses at the 300 level and that the French/Canadian Division of the Romance Languages Department offers a whole programme of courses in that language is not, it seems to me, sufficient argument that would demonstrate that a student of Canadian literature was being as well served as possible at this University. It means he is getting two different views of the literature of a single nation, and at no point in his education is he getting an integrated or synthetic view. We do not feel that such a view would be at all detrimental to a student in a programme of Canadian literature. The correct view of the problem, it seems to me, is the one expressed to me by Dr. Priestly, Chairman of Slavic Languages, in which he was concerned about the degree of overlap, not that overlap would be involved."

"Re: the assertion that an undergraduate comparative course on Canadian literature(s) is not a comparative course. I think again that at least four observations are mandatory:

a) We have offered such a course on the graduate level for two years. Why would this be more unacceptable on the undergraduate level?

b) English-Canadian literature is being taught by English, French-Canadian by Romance Languages -- as the literature of the U.S. or the U.K. is taught by English and that of France by Romance Languages. Why is it proper for us to 'compare' the latter and not the former, that is, French and English, but not French-and English-Canadian? It should never be lost from sight that we are not, here or elsewhere, simply juxtaposing literary phenomena (which are or could be, as such, taught by others), but comparing them with each other and other (external) literary facts belonging to related cultures and traditions (here, e.g., the English, French, American) or those with significant typological affinities (here, e.g., some aspects of 'new' literatures).

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C.Lit. 370 (continued)

Reply (cont'd.)

c) Our attitude is not unprecedented in Canada or elsewhere. A venerable example is le programme de littérature comparée at Sherbrooke, under such specialists as Sutherland, Jones, and Sirois; it is our understanding that Harvard is founding a chair on Comparative Canadian Literature(s). The Comparative Study of Canadian Literature(s) is, by the way, one of the official goals of the Canadian Comparative Literature Association (article IIf of the Constitution) and of its learned journal (Canadian Review of Comparative Literature/Revue Canadienne de Littérature Comparée). Some of the world's best specialists in Canadian literature, I dare say, are founding members of the Association and/or members of its journal's Editorial Committee and Advisory Board.

d) Last but not least, Comparative Literature is not defined by the study of a multi-state subject matter, but by its multi-lingual character. The opposite is true for a department, let us say of German, which is treating East and West German, Austrian, German-Czech, and German-Swiss authors, regardless of 'country'; the same is true for the Department of English. If necessary we can provide ample documentation that modern literary theory and methodology is explicitly supporting our point of view, or going even further and adding the criteria of country to that of language, making it 'necessary to consider the influence of Emile Zola on Lemonnier as a subject of Comparative Literature. The same applies ... to the French influence on the French-language literatures of Canada, Haïti, etc.' (Van Tiegham). (cf. at least the survey by Ulrich Weisstein, Comparative Literature and Literary Theory: Indiana University Press, 1973, pp. 11-16, with ample references)."

ARTS FACULTY COUNCIL

Minutes of Meeting of August 26, 1975

2:00 - 5:00 p.m.

PRESENT: R. G. Baldwin (Chairman), S. H. Arnold, R. F. Ayling, H. B. Barclay, R. Beck, D. E. Bessai, F. D. Blackley, W. A. Blanchard, E. D. Blodgett, R. N. Bosley, M. P. Browne, R. J. Buck, F. F. Bueckert, C. J. Bullock, R. L. Busch, A. D. Cairns, C. K. A. Colter, J. A. Creore, J. D. W. Crowther, G. Dacks, J. D. Dale, R. J. E. d'Alquen, J. J. Delehanty, F. A. de Luna, C. Q. Drummond, W. Eastman, E. Egert, B. L. Evans, D. Fishwick, L. T. Fitz, J. A. Forbes, A. M. Forcadas, J. E. Foster, J. V. Freeman, B. D. George, C. Gordon-Craig, L. C. Green, E. J. H. Greene, H. A. Hargreaves, R. R. Hett, G. A. Hollingshead, R. C. Jacka, D. C. Johnson, H. J. Jones, W. J. Jones, M. Kalinowsky, D. K. Kieren, L. A. Kuzz, E. Lechelt, J. A. MacIntyre, R. C. Macleod, A. M. Mardiros, E. Marxheimer, J. K. Masson, L. A. McKill, F. J. McMahon, J. S. McMaster, R. J. Middleditch, R. G. Moyles, E. Mozejko, A. M. Munn, K. Munro, S. R. Munro, R. M. Nielsen, D. V. Parker, H. Pausch, T. L. Powrie, F. L. Radford, E. Reinhold, P. A. Robberecht, B. L. Rochet, P. A. Rolland, T. Rolston, M. Sasonkin, N. R. Seifried, R. Silvester, R. C. Smith, R. A. Stangeland, A. Strombergs, R. A. Sydie, B. Tarver, J. H. Terfloth, F. P. van de Pitte, M. M. van de Pitte, E. Waugh, T. H. White, C. R. Wilson.

At the start of the meeting Dean Baldwin extended a special welcome to the external and student members. Council was then reminded of the deadline for nominations of students to the standing committees of the Faculty: nominations are to be submitted to the October 20 meeting of Arts Executive Council by the nominating body of students (i.e., the core group of students elected to Arts Council).

1. Agenda Addition: Executive Committee Report, August 12, 1975.

2. Executive Committee Reports

[The Reports having been distributed to Council in advance of the meeting, copies are attached to the official Minutes only.]

2.1 Executive Report of June 2, 1975

Special attention was drawn to item 4 of the Report (delegation to the Student Program Office of the responsibility for hearing student petitions concerned with Visiting Student status), it being noted that petitions from Honors students would continue to be heard by the Honors Committee of the Faculty.

It was moved by Professor Eastman, seconded by Professor Munn,

> THAT the Executive Report of June 2 be approved by Council.

Motion carried.

2.2 Executive Report of June 26, 1975

Council's attention was drawn to the proposed changes in the make-up of two Faculty standing committees: 1) membership on the Academic Standing Committee being increased by one, 2) membership on the Election Procedures Committee being decreased by two. It was also proposed that the change in chairmanship of the Course and Calendar Committee take place on September 1, thereby enabling the current chairman, Professor Powrie, to present the Calendar Report (ref. item 4 below).

Item 1.4.6 of the Report (nominations for election to the Faculty Tenure Panel) was removed for separate consideration, the slate of eight candidates prepared by the Executive being automatically placed before Council. It was moved by Professor d'Alquen, seconded by Professor Hargreaves,

> THAT nominations cease.

Motion carried
(four to be elected by
Faculty-wide ballot).

It was moved by Professor Egert, seconded by Professor Bueckert,

> THAT the Executive Report of June 26 be approved by Council.

Motion carried.

2.3 Executive Report of August 12, 1975
Item 2.2 of the Report (student representation on chairman selection committees) was removed for separate consideration, the following names being automatically placed in nomination:

Selection Committee: Chairman, Department of Drama
Graduate Student: Rachel B. Major, Romance Languages
Undergraduate: Kenneth Bailey, 3rd yr. B.A. (General)

Selection Committee: Chairman, Department of English
Graduate Student: Diane E. Dillenbeck, Classics
Undergraduate: Lois Pineau, 3rd yr. Honors Philosophy

Selection Committee: Chairman, Dept. of Political Science
Graduate Student: Allan Meech, History
Undergraduate: Hugh Thomas, 4th yr. Honors History.

It was moved by Professor Smith, seconded by Professor Sasonkin,

> THAT Council approve the conditional appointment of the six students, three to serve on the three selection committees listed (according to the status of the student who is ultimately elected within the department--whether graduate or undergraduate).

Motion carried.

Item 3 of the Report (Chairman Review Committee: English) was also removed for separate consideration.

Faculty
The slate of six candidates from outside the Department of English being automatically in nomination, it was moved by Professor Sasonkin, seconded by Professor Munn,

> THAT nominations cease.

Motion carried
(three to be elected by
Faculty-wide ballot).

Students
Council having been asked to approve the appointment of two students from outside the Department of English, the following names were put forward to serve:

Graduate Student: Steven Leighton, Philosophy
Undergraduate: Marianne E. Henn, 4th yr. Honors Germanics.

It was moved by Professor Terfloth, seconded by Professor Buck,

THAT nominations cease.

Motion carried.

It was moved by Professor Sasonkin, seconded by Professor Forbes,

THAT the Executive Report of August 12 be approved by Council.

Motion carried.

3. Arts Executive Council: Approval of Departmental Slates
Council had before it a list of members and alternates proposed by departments according to standard procedures to sit on the Executive Council of the Faculty:

DEPARTMENT	MEMBER(S)	ALTERNATE(S)
Anthropology	H. B. Barclay R. Frucht	L. Fedigan
Art & Design	J. Freeman M. J. Travers	P. Bartl
Classics	R. J. Buck	D. Fishwick
Comparative Literature	P. A. Robberecht	E. Mozejko
Drama	D. Barnet F. F. Bueckert	J. DeFelice
Economics	M. F. Bauer K. H. Norrie	J. J. Delehanty R. P. Cirillo K. Klawe
English	R. F. Anderson P. Gallivan J. M. Nelson F. L. Radford	D. Jackel L. McKill M. R. Legris L. T. Fitz
Germanic Languages	H. Pausch	E. Reinhold
History	F. A. de Luna D. C. Johnson Third member: pending	
Music	Two members: pending	
Philosophy	A. M. Mardiros F. P. van de Pitte	R. N. Bosley M. M. van de Pitte
Political Science	H. W. Cummins L. C. Green	
Psychology	E. Lechelt	M. Enzle

Arts Executive Council: Approval of Departmental Slates (cont.)

DEPARTMENT	MEMBER(S)	ALTERNATE(S)
Religious Studies	M. Waida	
Romance Languages	P. A. R. Monod R. W. F. Wilcocks	B. L. Rochet
Slavic Languages	R. L. Busch	P. A. Rolland
Sociology	B. R. Abu-Laban C. W. Hobart G. Kupfer	L. E. Larson

Note: Professor Reinhold, by virtue of Council's approval of his appointment to the chairmanship of a Faculty standing committee, is automatically a member of Arts Executive Council (ref. item 1.4.3, Exec. Rpt., 26/6/75).

It was moved by Professor Hargreaves, seconded by Professor Terfloth,

THAT the full Council of the Faculty approve the departmental nominations to the 1975-76 Executive Council.

Motion carried.

4. Report of the Course and Calendar Committee

Members had before them the following documents, copies of which are attached to the official Minutes: 1) the Calendar Committee Report dated June 9, 1975 (pp.1-9 incl.), 2) an addendum dated June 18, 1975 (pp.10-15 incl.), 3) a further addendum dated August 15, 1975 (renumbered in the proper sequence, pp.16-19 incl.). The Report was considered in light of the following supplementary information and errata:

p.1 Geography

Amend the descriptions of two new courses to read as follows (the revisions arising out of discussions between the Departments of Geography and Political Science):

370 Political Geography *3 (First Term, 3-0)
Origins and evolution of political geography and geopolitics; spatial aspects of the development of political territories, their boundaries and internal structures, state resources, natural, political and ethnic boundaries, international geopolitical relationships. (Note: Formerly part of Geography 420).

470 Political Geography of Canada *3 (Second Term, 3-0)
The geographical significance of territorial sovereignty, international and internal boundaries, electoral results, rural and metropolitan government reform, public service areas, national resource ownership, federal/provincial issues. (Note: Formerly part of Geography 420).

p.2 Geography

Add to the list of courses cancelled: Geography 420.

Report of the Course and Calendar Committee (cont.)

p.2 Philosophy

412 Analytic Philosophy
Delete: (Note: to be given every third year alternating with Phil 410 and 416).

416 Wittgenstein
Delete: (Note: To be given every third year alternating with Phil 410 and 412).

p.4 Romance Languages
French Canadian 499
Some members had reservations about 1) the use of variable weights for an undergraduate course (*3 (either term, 3-0) or *6 (3-0)), and 2) the simultaneous introduction of a new course numbered 499 and the renumbering of the previously existing 499 to 497.

p.5 Romance Languages
French
206 Delete: (Note: Formerly part of French 205).

p.6 Romance Languages: French
340 Insert: Change title and description....

622 Change title to read: Seminar in French Theatre (i.e. delete "II" from the existing title).

p.11 Asian Studies
Japanese 321
Amend the description to read: Japanese literature to 1868.

Japanese 322
Amend the description to read: Japanese literature since 1868.

p.13 Anthropology
433 Language Prehistory
Change number to 435 (in light of existing Anthr 433: Ethnographic Semantics).

p.14 Anthropology
598 Seminar in Paleoenvironmental Studies
Change number to 599 (in light of existing Anthr 598: Prehistoric Cultural Ecology).

p.18 Drama
353 Typographical correction: repertoire.

43.6.1/Honors in Drama
Typographical correction: Students desiring intensive studies....

pp.16-19 Addendum dated August 15
A motion that this section of the Report be deferred was moved by Professor d'Alquen, seconded by Professor Egert, on the grounds that, the addendum having been distributed on the day of the meeting, there was insufficient time for detailed study. In the discussion which followed, it was pointed out that the departments concerned had complied with the Faculty deadline and that to defer consideration of their courses would be to

Report of the Course and Calendar Committee (cont.)

effectively bar them from inclusion in the 1976-77 Calendar. The motion was withdrawn by general consent, Council having been alerted to the need for a review of the Faculty deadlines for submission of Calendar material.

It was moved by Professor Powrie, seconded by Professor Sasonkin,

THAT the Report of the Course and Calendar Committee--as supplemented, as corrected, and excepting the courses removed for separate consideration (see below)--be approved by Council.

Motion carried.

Council's attention was then directed to the courses removed for separate consideration.

p.3 Religious Studies

310 Belief and Ritual Systems of Tribal Peoples

It was moved by Professor Waugh, seconded by Professor Powrie,

THAT Relig 310 be approved by Council.

There being a potential conflict with the interests of Anthropology, it was moved by Professor Buck, seconded by Professor Nielsen,

THAT Relig 310 be referred back to the Course and Calendar Committee for further debate and discussion, AND THAT the Executive Committee be empowered to act on behalf of Council in light of the recommendation that will be forthcoming.

Motion to refer carried.

p.4 Religious Studies

355 Religions of Western Canada

It was moved by Professor Waugh, seconded by Professor Powrie,

THAT Relig 355 be approved for offering in 1975-76 (the course having already been approved by GFC, conditional upon the action of Arts Council).

Motion carried.

p.5 Romance Languages

Romance Linguistics 599

It was moved by Professor Creore, seconded by Professor Powrie,

THAT R LIN 599 be approved for offering in 1975-76.

Motion carried.

pp.7 & 8 St. Joseph's College

New Courses in Christian Theology: 370, 372, 374, 376, and 378

A question was raised whether the proposed courses would impinge upon the potential development of the Department of Religious Studies. There was also some concern that the course titles were not necessarily in conformity with the descriptions (as, for example, 376 which is titled "Evolution of Christian Thought," but which is

Report of the Course and Calendar Committee (cont.)

described, in part, as "a history of Catholic thought"). In response, it was pointed out that the introduction of the courses was in accord with the terms of St. Joseph's affiliation agreement with the University. It was also suggested that the seeming inconsistencies in terminology were not significant, given that the courses would be offered from the standpoint of the College.

It was moved by Professor Powrie, seconded by Professor Gordon-Craig,

> THAT the five new courses proposed by St. Joseph's College be approved.

Motion carried.

p.8 English

It was moved by Professor McMaster, seconded by Professor Buck,

> THAT the following courses be approved by Council:
>
> 300 Studies in Film *3 (First Term, 3-0)
> To foster a critical awareness and understanding of the modes of film communication, with emphasis upon narrative conventions and genres, techniques of editing, visual style, effects of technology on film language, and the relationship of image to text.
>
> 301 Great Films *3 (Second Term, 3-0)
> To engage the student in close study and evaluation of representative masterpieces of the cinema. Arranged chronologically to provide a sense of film history. Prerequisite: English 300.

An amendment was moved by Professor Radford, seconded by Professor Silvester:

> THAT the course descriptions be revised to read as follows:
>
> 300 A critical study of literary traditions as they are found in film.
>
> 301 Study and evaluation of representative masterpieces of the cinema from the point of view of literary criticism.

Having noted that the amendment was substantive in nature (arising out of discussions with the Departments of Drama and Art & Design), one member argued that the revised descriptions did not necessarily represent the collective view of the department offering the courses, namely English. Another concern was that the courses could have implications for departments other than English (say, for example, in the use of literary material in more than one language).

At this point an amendment to the amendment was moved by Professor Blodgett, seconded by Professor Egert:

> THAT in the courses there be a restriction to cinematic material in English, without translation, and to material whose original narrative basis is English.

Amendment to amendment carried.

Amended amendment carried.

Report of the Course and Calendar Committee (cont.)

Council having returned to consideration of the main motion (as amended), one member contended that, in the event they were to be approved, "the courses would not be worth giving with the limitations just imposed upon them." Although there appeared to be considerable interest in courses in film, questions were raised about their appropriate departmental home and whether they do not lend themselves more to interdisciplinary development than piecemeal departmental offering.

In light of the foregoing discussion a motion to refer was moved by Professor McMaster, seconded by Professor Radford:

THAT consideration of these courses be postponed pending discussion by a committee of the possibilities of interdisciplinary co-operation.

Motion to refer carried.

pp.8 & 19 Department of Romance Languages/College Universitaire St. Jean

It was moved by Professor Powrie, seconded by Professor Creore,

THAT the existing reference to the College Universitaire St. Jean be deleted from section 44.12.1 of the Calendar, AND THAT a similar, but not identical statement be inserted under section 41.2.1 (as prescribed in the Report of the Course & Calendar Committee).

Motion carried.

Note: The CUSJ courses listed in section 44.12.1 of the 1975-76 Calendar will be acceptable for the B.A. degree in this year, it being understood that there is need for clarification of the affiliation agreement with respect to courses that are unique to the College.

p.10 Asian Studies

New Courses: Chinese 101 and 102; Japanese 101 and 102

By general consent, an editorial change was made in each of the course descriptions, "native language" being replaced by "first language."

It was moved by Professor Evans, seconded by Professor H. J. Jones,

THAT these four courses be approved.

Motion carried.

Council's attention having been directed to the special note which accompanied the courses (ref. p.11 of the Report), it was moved by Professor Evans, seconded by Professor H. J. Jones,

THAT in the case of the Chinese and Japanese introductory courses Council for a three-year trial period waive its first year restriction on the number of junior courses from one discipline (thus permitting students to take two full courses in one discipline where these Asiatic language courses are concerned).

Motion carried.

5. Voting Rights of Staff on Leave: Chairman Selection & Review Committees

Members had before them a statement from the Executive, a copy of which is attached to the official Minutes. The third formulation in that statement was moved by Professor Barclay, seconded by Professor White, it having been amended by general consent to read as follows:

> THAT as from October 1, 1975, staff on leave be included amongst the electorate in the election of departmental representatives to chairman selection and review committees, but that only sufficient time be allowed to provide for the immediate return of ballots from the forwarding address of record in the department concerned.

It being noted that the phrase "immediate return of ballots" was lacking in specificity, an amendment was moved by Professor Smith, seconded by Professor Nielsen,

> THAT the return of ballots be within three weeks of despatch.

In the ensuing debate Council was reminded that the departments differed not only in size but in the method of conducting these elections. There may, for example, be more than one round of ballots, in which event the deadline for their return becomes a key factor in the wind-up of the election. Under the circumstances it was urged that voting rights of staff on leave be at the discretion of the departments.

Amendment defeated.

Motion defeated.

It was then moved by Professor McMaster, seconded by Professor Buck,

> THAT this Council delegate to departments the authority given it by GFC to decide policy regarding whether Faculty members on leave may or may not participate in the election of departmental representatives to chairman selection and review committees.

Motion carried.

6. Credit by Special Assessment: Implementation Proposals

7. Curriculum Committee Report: Deceleration and Residence

In view of the lateness of the hour, items 6 and 7 were deferred for discussion at the September 22 meeting of Arts Executive Council, it being understood that they would be given priority on that agenda.

8. Adjournment

By general consent, on a motion by Professor Smith, seconded by Professor Hargreaves, the meeting was adjourned at 5:00 p.m.

Chairman.

EXECUTIVE REPORT: Meeting of June 2, 1975

1. Committee on Academic Standing: Addition to List of Spring Graduands

The Executive approved on behalf of Council the recommendation of the Committee on Academic Standing that Kathleen R. Mene be added to the list of those eligible to receive the B.A. (General) degree at Spring Convocation.

2. Committee Memberships

2.1 Canadian Studies Committee

The Executive received and approved on behalf of Council the following departmental nominations (the nominee in each case replacing a staff member who is on leave):

History: J. A. Eagle (replacing C. S. McKinnon)

Romance Languages: R. Bonvalet (replacing R. G. Motut)

Sociology: A. K. Davis (replacing G. F. N. Fearn).

2.2 Honors Committee

The Executive received and confirmed on behalf of Council the appointment of Professor B. Rochet, who will serve as Romance Languages' alternate on the Honors Committee for the period May 1975-77.

3. Student Petitions

3.1 Petition to be allowed degree credit for a third extra-Faculty course: Ruth Groberman

Now working as a Foreign Student Adviser in the Department of Student Affairs, Mrs. Groberman is lacking three courses for the B.A. (General) degree: a language other than English, a jr. lab. science, a half-course second science, and a half-course option. Her initial petition--that she be exempted from the jr. lab. science requirement--was denied by the Executive (ref. item 1.4, Exec. Rpt., April 18 & 30, 1975). Mrs. Groberman then requested that she be granted degree credit (as a half-course extra-Faculty option) for one of seven single-term courses that are additional to the B.A. (General), the courses having been taken during her period of enrollment in a program directed to a B.A. in Recreation Administration. Mrs. Groberman's argument was that she would then be able to arrange her work and class commitments so as to accommodate the half-course science during the 1975 Summer Session and the language and jr. lab. requirements during the 1975-76 Winter Session, thereby enabling her to graduate in the Spring of 1976.

Petition granted.

3.2 Petition for permission to complete the remaining course in a 7-course B.A. after B.Ed. program as a Visiting Student at Red Deer College: Gordon B. Jasonson

By the end of the 1975 Summer Session Mr. Jasonson will have completed six of the required courses in his B.A. after B.Ed. program, two of these having been taken as a Visiting Student at Red Deer during the 1974-75 academic session. The petition for permission to take a third and final course at Red Deer (English 200) was based on the grounds of proximity, Mr. Jasonson being a resident of Sylvan Lake, Alta.

Petition granted.

3.3 Petition for permission to complete off-campus the remaining 4 courses in a 9-course B.A. after B.Sc. program: Donna C. Lordon
Mrs. Lordon completed five courses in her B.A. after B.Sc. program during the 1972-73 Winter Session at the U. of A. In the spring of 1973, having moved to Newcastle, N.B. with her family, Mrs. Lordon requested that she be permitted to complete her degree "at some other university when I can manage it....since there is no university in or near Newcastle this will probably take some time." The carte blanche request was denied, the Executive having indicated that it would at some future date be willing to entertain a petition for courses to be taken at a specifically named institution (ref. item 1.3.1, Exec. Rpt. 22/8/73). Now living in Ottawa, Mrs. Lordon requested:

i) that she be granted degree credit for a senior English course taken at the University of New Brunswick in the 1973-74 Evening Credit program;

ii) that she be permitted to complete the (then) remaining three courses as a Visiting Student at Carleton University (2 courses to be taken during the 1975 Summer Session, with the 3rd and final course to be taken during the 1975-76 Winter Session).

Petition granted.

3.4 Petition for permission to take one full-course equivalent as a Visiting Student at the University of Ottawa: Anne McPhail-Breault
Mrs. McPhail-Breault was admitted to the B.A. (General) program in the fall of 1973 with four advance credits from the University of Ottawa, and has now completed a total of 13½ courses in the 15-course program. She requested permission to take for degree credit two senior-level courses in the Kodaly Concept of Music Education, the courses (each having a weight of 3) being offered in the 1975 Summer Session at the University of Ottawa. The petition was based on the grounds a) that these courses would complement an earlier junior-level course in Kodaly methodology which was taken at the University of Ottawa (the latter being one of the four Ottawa courses for which Mrs. McPhail-Breault received advance credit), and b) that she planned to make use of the Kodaly technique in the teaching of piano and choral music (Mrs. McPhail-Breault is currently the holder of an interim elementary school teacher's certificate).

Petition granted.

3.5 Petition for permission to take the remaining half-course in the B.A. (General) program as a Visiting Student at the University of Calgary: Paul Mulholland
Mr. Mulholland was admitted to the Faculty in August 1968 with four advance credits from Camrose Lutheran College, and now has 14½ courses toward the degree. The petition was based on financial/employment grounds: Mr. Mulholland, who is currently employed by

the provincial Department of the Environment, has been transferred to Calgary. The situation was, however, complicated by the fact that Mr. Mulholland's academic record is a very marginal one. His GPA on the last 9½ courses is 4.8, and, therefore, Mr. Mulholland would require a minimum grade of 7 (Calgary equivalent: B≁) in order to achieve a graduating average of 5.0 on the last ten courses. In these circumstances the Executive stipulated that approval of the petition be conditional upon proof of performance at Calgary, i.e. that the half-term course be accepted for degree credit provided that Mr. Mulholland achieves a minimum grade of B≁.

Petition granted
(conditional, as noted above).

4. Procedures re: Student Petitions (Visiting Student Status) and Appeals
On the grounds that there should be a clearly distinguishable route of appeal within the Faculty and that such a route is not readily apparent to students nor in fact practicable given the Executive Committee's practice of hearing both petitions and appeals on behalf of Council, the Executive recommends that Arts Council ratify its delegation to the Student Program Office of the responsibility for hearing student petitions concerned with Visiting Student status, these constituting the bulk of all petitions. Students who feel that they have not had a fair hearing on their petition may then turn to the Executive Committee as the properly constituted appeal body of the Faculty.

5. Committee Referral re: Reconciliation of Grades
Acting on instructions from Council (ref. item 7, AFC, 22/5/75), the Executive established the following three-man committee to review and report on recent recommendations re: procedures to be followed where grades are in dispute:

C. Q. Drummond, Department of English
W. D. Gainer, Department of Economics (Convener)
U. Trumpener, Department of History.

6. Departmentally Disputed Grades: A. K. Davis' Sociology 320, 322, and 368; and 364 (first term)
The Executive will seek to effect its enquiry through departmental means so as to avoid if possible the need for direct participation in the continuing dispute by either the Executive or Council.

EXECUTIVE COMMITTEE REPORT: Meeting of June 26, 1975

1. Committee/Council Memberships

1.1 External Membership on Council

Acting on authority delegated by Arts Faculty Council and in accord with representation approved by the Faculty, the Executive approved for external membership the following nominations which were submitted by the Faculties concerned:

Business Administration and Commerce:	R. Beck
College Universitaire St. Jean:	F. J. McMahon (reappointment)
Education:	P. Browne, Assistant Dean D. V. Parker, Secondary Education (reappointment)
Engineering:	J. D. Dale, Mechanical Engineering
Household Economics:	D. Kieren
Physical Education	R. P. Heron (reappointment)
Science:	R. C. Jacka, Assistant Dean and Assoc. Professor of Mathematics O. F. G. Sitwell, Geography (reappointment) N. R. M. Seifried, Geography (reappointment as alternate)

1.2 Honors Committee

The Executive approved on behalf of Council the appointment of Professor R. J. S. Grant as the alternate representative from the Department of English.

1.3 Library Committee

The following departmental nominations were approved by the Executive on behalf of Council:

English:	D. Jackel
Music:	J. Whittle
Political Science:	J. K. Masson
Psychology:	E. Lechelt

1.4 3-Year Rotation

The Faculty's committee structure was reviewed in light of legislation adopted by Council on October 21, 1974 ["THAT membership on Faculty committees without already specified terms be limited to a three-year term with a possibility of reappointment or reelection; AND THAT the Executive Committee be empowered to analyze the membership of existing committees, with a view to establishing terms...."]. The following replacements were made by the Executive, the names to be presented for Council's ratification on August 26.

1.4.1 Academic Standing Committee

The Executive recommended that its membership be increased by one (i.e. Chairman and 3 members selected by the Executive, plus 1 representative from each of the Faculty Office and the College Universitaire St. Jean).

Outgoing Member	Executive Nominations (membership increased by 1, as noted above)
A. A. Carlson, Philosophy	M. M. Van De Pitte
	J. H. Terfloth

1.4.2 Admissions & Matriculation Requirements Committee

Outgoing Members	Executive Nominations
D. E. Bessai, English (Chrmn.)	B. Bentz, Art & Design
R. E. Braun, Classics	J. J. Delehanty, Economics
J. E. Lejnieks, Pol. Sc.	J. E. Foster, History*
C. T. Peacocke, Drama	B. Rochet, Romance Lang.
	M. Whitaker, English (subject to her willingness to serve)

*Continuing member, selected to chair the Committee.

1.4.3 Course & Calendar Change Committee

Outgoing Members	Executive Nominations
C. Gordon-Craig, English	J. V. DeFelice, Drama
T. L. Powrie, Economics (Chrmn.)	L. C. Green, Political Science
	R. Gruhn-Bryan, Anthropology
E. Snider, Sociology	E. Reinhold, Germanics*

*Continuing member, selected to chair the Committee.

1.4.4 Curriculum Committee

Outgoing Members	Executive Nominations
F. D. Blackley, History	J. S. McMaster, English*
G. B. Peacock, Drama	M. Sasonkin, Music
G. S. Peacock, Art & Design	R. A. Shiner, Philosophy
	A. Thimme, History (subject to her willingness to serve)

*Continuing member, selected to chair the Committee. [Note: Prof. G. Dacks (Pol. Sc.), having resigned as Chairman, will nevertheless continue as a member of the Committee.]

1.4.5 Election Procedures Committee

The Executive recommended that its membership be decreased by two (i.e. Chairman plus 4 members)

Outgoing Members	Executive Nomination (membership decreased by 2, as noted above)
J. A. Creore, Romance Lang.	F. A. de Luna, History
E. Snider, Sociology	
N. Wickenden, History	

1.4.6 Faculty Tenure Panel

Outgoing Members (on completion of 2-year term, Fall/75)	Executive Nominations (Election to be conducted by Faculty-wide ballot)
Humanities	Humanities
M. Faulkes, Drama	R. L. Busch, Slavics
N. Page, English	R. J. S. Grant, English
	J. Sybesma-Ironside, Art & Design
	A. A. Thomas, Romance Lang.
Social Sciences	Social Sciences
R. R. Gilsdorf, Pol. Sc.	K. Klawe, Economics
B. M. Smith, History	W. Meloff, Sociology*
	P. Swartz, Psychology*
	C. M. Small, History

* Subject to their willingness to stand for election.

1.4.7 Salary & Promotions Committee

The Executive recommended the continuance in office of Professor R. H. Wiebe, Department of English (elected by Faculty ballot for a 3-year term: Sept./74-77), notwithstanding his one-third leave without pay during the 1975-76 session. [In essence, Professor Wiebe is a full-time continuing member of staff who has been granted a one-third reduction in course load.]

2. Minutes of Arts Faculty Council Meeting of May 22, 1975

In accord with a practice approved by Council on October 30, 1972, the Executive considered and approved the Minutes of May 22.

EXECUTIVE REPORT: Meeting of August 12, 1975

1. Student Appeal: Barbara Duffin
Miss Duffin appealed against the Drama Department's ruling that she not be promoted to the fourth and final year of the BFA (Drama) program because of a marked decline in the quality of her performance during her third year (Calendar, 43.25.1(2)(a): "To be promoted in each year, a student will normally be required to have a grade point average of 5.5 plus the recommendation of the Department."]. In the course of its review the Executive noted a) that Miss Duffin was fully aware of the conditions under which promotion would or would not be granted (special attention having been drawn to the importance of the core acting courses and the significance of the departmental recommendation), b) that the evaluation procedures within the Drama Department were exhaustive, and c) that the Committee on Academic Standing supported the original ruling.

Appeal denied.

2. Selection Committees for Department Chairmen: Drama, English, and Political Science

2.1 Departmental Representation
Three departmental representatives are to be elected by the full-time members of the respective departments, in accordance with the regulations governing membership on such committees.

2.2 Student Representation
The Executive will present for Council's approval on August 26 the following nominations (one to serve on each of the committees according to the status of the student who is ultimately elected from within the department):

2.2.1 Selection Committee: Chairman, Department of Drama
Graduate: Rachel B. Major, Romance Languages
Undergraduate: Kenneth Bailey, 3rd yr. B.A. (General).

2.2.2 Selection Committee: Chairman, Department of English
Graduate: Diane E. Dillenbeck, Classics
Undergraduate: Lois Pineau, 3rd yr. Honors Philosophy.

2.2.3 Selection Committee: Chairman, Dept. of Political Science
Graduate: Alan Meech, History
Undergraduate: Hugh Thomas, 4th yr. Honors History.

3. Review Committee: Chairman, Department of English

3.1 Faculty
On authority granted under GFC procedures governing a mandatory (petitioned) review of a department chairman, the statutory members of the English Review Committee requested that three full-time members of the Faculty from outside the Department of English replace the three members from the Department normally elected to serve on a Review Committee (ref. p.193, item 2.4.4, GFC Policy Manual). Accordingly, the Executive will present for Council's approval on August 26 the following nominations:

R. E. Baird, Political Science
E. J. H. Greene, Romance Languages
R. Gruhn-Bryan, Anthropology
H. Pausch, Germanic Languages
R. A. Shiner, Philosophy
J. Sybesma-Ironside, Art & Design.

The election will be conducted by Faculty-wide ballot.

3.2 Students

The statutory members of the Review Committee were of the opinion that the two student members should be elected from outside the department. That recommendation will be taken to Council on August 26 (the inclusion of students on Selection & Review Committees being a Faculty matter), at which time the Executive will present the following nominations:

Graduate: Steven Leighton, Philosophy
Undergraduate: Marianne E. Henn, 4th yr. Honors Germanics.

June 9, 1975.

Report of the Faculty of Arts Calendar Committee to the August meeting of Council

The report consists of two sections; Section 1 includes courses and changes recommended for Council's approval, Section 2 includes changes that have not been cleared with other interested departments at this time. If any items in Section 2 are cleared by the time of the meeting an amendment will be presented to this effect.

Section 1: Calendar Changes recommended for the 1976/77 session.

GEOGRAPHY:

New Courses:

370 Political Geography *3 (First Term, 3-0)
Origins and evolution of political geography and geopolitics; spatial aspects of the development of political territories, their boundaries and internal structures, state resources, sovereignty, self-determination and international relationships.
Note: Formerly part of Geography 420.

470 Political Geography of Canada *3 (Second Term, 3-0)
Territorial sovereignty, international and internal boundaries, electoral geography, rural and metropolitan government reform, public service areas, national resource ownership, the geography of federal/provincial issues.
Note: Formerly part of Geography 420.

489 Physical Planning of the Canadian City *3 (Second Term, 3-0)
The impact of physical planning concepts and practice on the Canadian city; special reference to Alberta.
Prerequisite: Geog 382 or 488 or consent of the Department.

554 Advanced Population Geography *3 (Second Term, 3-0)
Theoretical concepts and research methods in population geography. Data gathering and processing at micro, meso and macro scales. Case studies of population distribution, change and composition.
Prerequisite: Geog 354 or consent of the Department.

548 Seminar on the Human Geography of East Central Europe *3 (Second Term, 3-0)
Selected problems in the geography of East-Central Europe.
Prerequisites: Geog 448 or Int D 346 and consent of the Department.

GEOGRAPHY continued

Course Changes:

454 Change course number to 354.

542 Add to course description: "Note: Topics will vary from year to year, and the course may be repeated for credit."

Cancel the following courses: 469 and 548.

HISTORY:

New Course:

370 Topics in the Social and Intellectual History of English Canada Since 1760 *3 (either term, 3-0)
A survey of the major themes in English-Canadian Social and Intellectual History.
Prerequisite: History 278/279 or consent of the Department.

Course Change:

527 Change title to read: Russia and Eastern Europe *6 (3-0)

PHILOSOPHY:

New Courses:

412 Analytic Philosophy *3 (either term, 3-0)
Note: To be given every third year alternating with Phil 410 and 416.

416 Wittgenstein *3 (either term, 3-0)
Note: To be given every third year alternating with Phil 410 and 412.

Course Changes:

326 Change title to read: Recent Continental Philosophy 1.

327 Change title to read: Recent Continental Philosophy 11.

363 Change number to 433.

447, 464, 466 and 470: Delete Prerequisites.

348 Add to prerequisites: "or consent of Department."

510 Change hours to read: *3 (either term, 3-0) or *6 (3-0)

POLITICAL SCIENCE:

New Courses:

343 Soviet Foreign Policy *3 (either term, 3-0)
Introduction to the foreign policy of the USSR from 1917, but with emphasis on current issues.
Note: Formerly Political Science 446.

442 Problems in Soviet Government *3 (either term, 3-0)
Major problems of government and politics in the USSR, primarily domestic.
Note: Formerly Political Science 342.

Course Changes:

341 Change title, term and description to read:
Soviet Government *3 (either term, 3-0)
An introduction to political institutions of the USSR, with emphasis on the communist party structure, state apparatus, with aspects of ideology and state theory.

376 Delete prerequisite.

390 Change description to read:

An introduction to political behaviour as exhibited in both the public and private political world of the individual.

RELIGIOUS STUDIES:

New Courses:

310 Belief and Ritual Systems of Tribal Peoples *3 (either term, 3-0)
A study of traditional systems, including magic, witchcraft, totemism, myth, etc. with attention to developments in the face of change and cultural contact.

311 Japanese Religions *6 (3-0)
An introduction to the various Japanese religions, with special emphasis on some fundamental themes underlying myths, symbols, rituals and institutions.

320 Taoism *3 (either term, 3-0)
An intensive study of the structure and meaning of Taoism. Attention will be given to different approaches and methods.

336 The Ethical Quest in Judaism *3 (either term, 3-0)
The moral dilemmas of modern man in the light of Jewish ethical literature.

RELIGIOUS STUDIES continued

New Courses: cont'd.

338 Religious Movements and Ideologies in Judaism *3 (either term, 3-0)
The folkways, mores and institutions that influence the organic development of the Jewish community will be analyzed.

355 Religions of Western Canada *3 (either term, 3-0)
A survey of the history, structure and socio-cultural impact of religious groups in Western Canada.

361 Religious Symbolism *3 (either term, 3-0)
A comparative study of religious symbols in the various religions of the world; primitive, classical and modern. Attention will be given to different approaches and methods.

Course Changes:

317 Change title and description as follows:

The Religious Thought of China and Japan *6 (3-0)
An introduction to the major thought forms that have contributed to the formation of East Asian civilization.

319 Change title to: Chinese Buddhism.

450 Change title to: Topics in East Asian Religions.

362 Delete prerequisite.

ROMANCE LANGUAGES:

New Courses:

FRENCH CANADIAN 499 Directed Reading *3 (either term, 3-0) or *6 (3-0)
Designed to meet the needs of individual students.
Prerequisite: Any 300-level Fren or Fren Ca course except the 300-level reading courses.

SPANISH 500 Reading Course *6 (3-0)
An intensive study of essential grammar, reading of graded texts, and translation of texts from the student's own field. Designed for graduate students who wish to satisfy the language requirement of their department.
Note: Not open to undergraduates.

ITALIAN 499 Directed Reading *3 (either term, 3-0) or *6 (3-0)
Designed to meet the needs of individual students.

ROMANCE LANGUAGES continued

New Courses: cont'd.

ITALIAN 599 Conference Course *3 (either term, 3-0) or *6 (3-0)
A detailed study of some great author or question not dealt with in other Honors or Graduate courses. Designed to meet the needs of individual Honors or graduate students.

ROMANCE LINGUISTICS 499 Conference Course *3 (either term, 3-0) or *6 (3-0)
Designed to meet the needs of individual students. Prerequisite: Consent of department.

ROMANCE LINGUISTICS 599 Conference Course *3 (either term, 3-0) or *6 (3-0)
Designed to meet the needs of individual Honors or graduate students. Prerequisite: Consent of department.

ROMANCE LINGUISTICS 511 Seminar in Romance Linguistics *3 (either term, 3-0) or *6 (3-0)
Detailed study of a selected topic for Honors or graduate students.

ROMANCE LINGUISTICS 620 Romance Dialectology *3 (either term, 3-0) or *6 (3-0)
Study of a specific Romance dialect or group of dialects.

Course Changes:

FRENCH:

100 Change hours to read "*6 (4-1)

205 Delete "(Note: Formerly a full-session course prior to 1973)."

206 Delete "(Note: Formerly a full-session course prior to 1973)."

304 Change term to read: "*3 (either term, 3-0)"

305 Change term to read: "*3 (either term, 3-0)"; and delete "(Note: Formerly a full-session course, prior to 1973)."

306 Change term to read: "*3 (either term, 3-0)."

307 Change term to read: "*3 (either term, 3-0)."

314 Change prerequisite to read: "any 200 or 300-level French or French-Canadian course except French 205, 206, 304, 305, 306, or 307."

ROMANCE LANGUAGES continued

New Courses: cont'd.

ITALIAN 599 Conference Course *3 (either term, 3-0) or *6 (3-0)
A detailed study of some great author or question not dealt with in other Honors or Graduate courses. Designed to meet the needs of individual Honors or graduate students.

ROMANCE LINGUISTICS 499 Conference Course *3 (either term, 3-0) or *6 (3-0)
Designed to meet the needs of individual students.
Prerequisite: Consent of department.

ROMANCE LINGUISTICS 599 Conference Course *3 (either term, 3-0) or *6 (3-0)
Designed to meet the needs of individual Honors or graduate students.
Prerequisite: Consent of department.

ROMANCE LINGUISTICS 511 Seminar in Romance Linguistics *3 (either term, 3-0) or *6 (3-0)
Detailed study of a selected topic for Honors or graduate students.

ROMANCE LINGUISTICS 620 Romance Dialectology *3 (either term, 3-0) or *6 (3-0)
Study of a specific Romance dialect or group of dialects.

Course Changes:

FRENCH:

100 Change hours to read "*6 (4-1)

205 Delete "(Note: Formerly a full-session course prior to 1973)."

206 Delete "(Note: Formerly a full-session course prior to 1973)."

304 Change term to read: "*3 (either term, 3-0)"

305 Change term to read: "*3 (either term, 3-0)"; and delete "(Note: Formerly a full-session course, prior to 1973)."

306 Change term to read: "*3 (either term, 3-0)."

307 Change term to read: "*3 (either term, 3-0)."

314 Change prerequisite to read: "any 200 or 300-level French or French-Canadian course except French 205, 206, 304, 305, 306, or 307."

ROMANCE LANGUAGES continued

Course Changes: Cont'd.

FRENCH: Cont'd.

340 Change description to read:

"Composition and Advanced Conversation *6 (3-0).
Development of writing skills through practice in prose composition. Advanced conversation based on a survey of selected authors.
Prerequisite: any 200 or 300-level French or French-Canadian course except French 205, 206, 304, 305, 306 or 307."

415 Change term to read: "*3 (either term, 3-0)."

416 Change term to read: "*3 (either term, 3-0)."

Change weights of the following courses to read:
*3 (either term, 3-0) or *6 (3-0)
French: 520, 521, 522, 542, 551, 560, 570, 574, 576, 580, 581, 582, 611, 613, 622, 623, 624, 632, 641, 652, 662, 663, 671, 672, 675.

FRENCH-CANADIAN:

200 Delete "Note: Only one of ... for degree credit"; add "Prerequisite: French 30 or equivalent."

499 Change number to: 497

501 Change weight to read: "*3 (either term, 3-0) or *6 (3-0)."

599 Change weight to read: "*3 (either term, 3-0) or *6 (3-0)."

Courses Cancelled: French 620; 621; 628. French-Canadian 205.

SPANISH:

300 Add "Prerequisite: Spanish 100 or equivalent."

626 Title to read: "Tirso de Molina and Juan Ruiz de Alarcón."

627 Title to read: "Calderón."

633 Title to read: "The Poetry of the Baroque Period."

635 Title to read: "Góngora."

640 Title to read "Quevedo and Gracián."

665 Title to read "Galdós and his Contemporaries."

ROMANCE LANGUAGES continued

Course Changes: Cont'd.

SPANISH: Cont'd.

685 Change to Catalan 685.

690 Change to Catalan 690

PORTUGUESE:

503 Change number to 502

ITALIAN:

699 Delete "Honors or" wherever it appears.

ROMANCE LINGUISTICS:

204 Change prerequisite to read: Rom Ling 203.

374 Change title to read: The Structure of Canadian French.

504 Change prerequisite to read: Portuguese 502.

Change the weight of the following courses to read: *3 (either term, 3-0) or *6 (3-0): 570, 580, 590, 610, 611, 670 and 699.

ST. JOSEPH'S COLLEGE: Courses to be listed in Section 246.3 of the University Calendar (Regulations section) and available to Arts students.

New Courses in Christian Theology:

370 Contemporary Theology of the Catholic Church *3 (First term, 3-0)

What does it mean to be a Christian in the modern world? What is the Christian? What is the Christian to become? A study of contemporary ecclesiological themes, in light of the needs of modern man and modern youth.

372 The Eucharist in Christian Worship *3 (Second Term, 3-0)
A theological study of the development of Catholic liturgy from the Jewish foundation to the present day. A study of the Eucharist both as sacrifice and as sacrament. Contemporary theological developments in the liturgy in theory and in practice.

374 Patristics *3 (First Term, 3-0)
Developments in Christian thought during the period of the Apostolic Fathers. Formulation of the creeds. Early encounters of Christianity with the philosophical and religious thought of the ancient world.

ST. JOSEPH'S COLLEGE: continued

New Courses in Christian Theology: Cont'd.

376 Evolution of Christian Thought *3 (Second Term, 3-0)
An historical survey of the evolution of Catholic thought with emphasis on the readings of some of the great Christian thinkers.

378 Catechetics *3 (either term, 3-0)
Brief survey of the history of catechetics. Problems which catechetics faces today, with emphasis on the analysis of basic religious experience in the meeting of God and man in Christ, in Scripture, Liturgy, Doctrine and Witness of the individual.

Section 2:

The following courses or course changes have been questioned by another department and are still under discussion as this report is being prepared.

ENGLISH:

New Courses:

300 Studies in Film *3 (First Term, 3-0)
To foster a critical awareness and understanding of the modes of film communication, with emphasis upon narrative conventions and genres, techniques of editing, visual style, effects of technology on film language, and the relationship of image to text.

301 Great Films *3 (Second Term, 3-0)
To engage the student in close study and evaluation of representative masterpieces of the cinema. Arranged chronologically to provide a sense of film history. Prerequisite: English 300.

ROMANCE LANGUAGES:

FRENCH CANADIAN:

340 Cancel * Ca Fran 340.

Editorial Changes:

Section 44.12.1/FRENCH LANGUAGE AND LITERATURE; Delete paragraph beginning "A number of Arts courses .... Collège Universitaire St.Jean."

Delete the same paragraph where it appears after Fren 481, and delete all course listings preceded by an asterisk e.g. *Franç 200 .... 20ième siècle.

Note: The material affecting Collège Universitaire St. Jean is being discussed by a liaison committee made up of members of the Department of Romance Languages and the Collège. It is anticipated that agreement will be reached before the August meeting of Arts Faculty Council.

for T. M. Powrie,
Chairman,
Calendar Committee.

June 18, 1975

Addendum to Section 1 of the Calendar Committee Report to the August meeting of Council

The following Calendar changes are recommended for Council's approval:

CLASSICS:

Course Changes:

GREEK 411
GREEK 511
LATIN 411
LATIN 511
} Change contact hours to read: *3 (2-0)(1-1)

ASIAN STUDIES:

New Courses:

CHINESE 101 Introductory Modern Standard Chinese I *6 (First Term, 10L)
Prerequisite: Consent of instructor.
Note: Designed primarily for students whose native language is not Chinese.

CHINESE 102 Introductory Modern Standard Chinese II *6 (Second Term, 10L)
Prerequisite: Chinese 101 or consent of instructor.
Note: Designed primarily for students whose native language is not Chinese.

CHINESE 301 Intermediate Chinese Language I *3 (First Term, 3-2)
Prerequisites: Chinese 101 and 102 or consent of instructor.

CHINESE 302 Intermediate Chinese Language II *3 (Second Term, 3-2)
Prerequisite: Chinese 301 or consent of instructor.

CHINESE 321 Early Chinese Literature in Translation *3 (First Term, 3-0)
Chinese literature to 1920.

CHINESE 322 Modern Chinese Literature in Translation *3 (Second Term, 3-0)
Chinese literature since 1920.

JAPANESE 101 Introductory Modern Standard Japanese I *6 (First Term, 10L)
Prerequisite: Consent of instructor.
Note: Designed primarily for students whose native language is not Japanese.

JAPANESE 102 Introductory Modern Standard Japanese II *6 (Second Term, 10L)
Prerequisite: Japanese 101 or consent of instructor.
Note: Designed primarily for students whose native language is not Japanese.

JAPANESE 301 Intermediate Japanese Language I *3 (First Term, 3-2)
Prerequisites: Japanese 101 and 102 or consent of instructor.

ASIAN STUDIES continued

New Courses, cont'd:

JAPANESE 302 Intermediate Japanese Language II *3 (Second Term, 3-2)
Prerequisite: Japanese 301 or consent of instructor.

JAPANESE 321 Early Japanese Literature in Translation *3 (First Term, 3-0)
Japanese literature to

JAPANESE 322 Modern Japanese Literature in Translation *3 (Second Term, 3-0)
Japanese literature since

Note: In recommending these introductory Chinese and Japanese courses on the basis of a full course in a single term, the Committee recommends that they be treated as a three year experiment in this format and that the first year restrictions in the B.A. (General) and Special programs be relaxed to permit students attempting these courses to offer two courses in Chinese or Japanese.

ENGLISH:

Editorial Change:

Section 43.8.1 Replace the second sentence of paragraph six with the following:

a. REQUIRED: a full-year course (or two half-year courses) in each of the following areas:

(1) Old and Middle English
(2) Sixteenth and Early Seventeenth-Century Literature, including Shakespeare
(3) Later Seventeenth-Century Literature, including Milton; Restoration and Eighteenth-Century Literature
(4) Romantic and Nineteenth-Century Literature

b. STRONGLY RECOMMENDED:

(1) Twentieth-Century British and/or American Literature
(2) Canadian Literature
(3) a genre course (drama, the novel, poetry)

Students planning to continue into graduate study should be aware of the advisability of being well-grounded in such major figures as Chaucer, Shakespeare, and Milton.

MUSIC:

Editorial Change:

Renumber Section 43.14.1 as 43.14.2 and insert a new Section as follows:

MUSIC continued

Editorial Change, cont'd/

43.14.1/HONORS IN MUSIC

The B.A. (Honors) in Music is available to undergraduates with primary interests in music history and/or theory, and with aspirations to proceed into graduate study in those areas. Students are encouraged to seek admission to the program in the first year of university study, but may be admitted later at the discretion of the Department. Prospective honors students in music are advised to register in Music 202, 203, 250, and 251 during their first year. Departmental approval of individual programs is required prior to registration. Students are advised to consult Section 43.1.1 of the Arts Calendar when formulating programs, in order to ensure adherence to Faculty regulations and cognizance of requirements for possible transfer to other programs.

Requirements:

A. Music:		
1. Theory: 250, 251, 350, 351, 352, 361	3.5	
2. History: 202, 203, 301, 304, 402, 505	3.0	
3. Applied Music: 224, 324, 424	1.5	
4. Options (senior theory or history)	3.0	11.0
B. Language:		
1. English: 200, 210 or equivalent	1.0	
2. Other (German, French, Italian, Latin)	2.0	3.0
C. Non-Music Options (including at least one related history course)		6.0
		20.0

Proposed Yearly Format:

First Year: Music 202, 203, 250, 251; English 200 or equivalent; language; 1 non-music option.

Second Year: Music 350, 351, 301, 304, 224; language; 1 1/2 non-music options.

Third Year: Music 324, 352, 361, 402; 2 1/2 non-music options.

Fourth Year: Music 424, 505, 3 music options; 1 non-music option.

June 25, 1975

Addendum to Section 1 of the Calendar Committee Report to the August meeting of Council

The following Calendar changes are recommended for Council's approval:

ANTHROPOLOGY:

New Courses:

370 Peoples and Cultures of Oceania *3 (either term, 3-0)
Historical, economic, and environmental factors which have helped shape major cultures and subcultures of the central and southern Pacific region (Polynesia, Micronesia, Melanesia, and Australia).

396 Archaeological Field Training *6 (Spring or Summer Session, 3-3)
Instruction in all practical aspects of archaeological field techniques, including excavation, survey, recording, photography, and conservation. Held at a selected location in Alberta during both Spring and Summer sessions.
Prerequisites: Anthr 306 or equivalent, and consent of the Department.

433 Language Prehistory *3 (either term, 3-0)
Language in time perspective and the reconstruction of culture history.
Prerequisites: Anthr 308, Linguistics 301/2, or consent of the Department.

434 Language Learning in Cultural Context *3 (either term, 3-0)
The ethnographic study of language learning and language use. Specific topics will include the study of primate communication, non-verbal communication systems, rule of communicative competence, and cross-cultural variation in teaching and socialization.
Prerequisite: Anthr 308, or consent of the Department.

470 American Indian Linguistics *6 (3-0)
The study of Amerindian languages with special reference to problems of classification, to socio-cultural correlates of structural characteristics, and to the use of non-linguistic evidence for linguistic prehistory.
Prerequisites: Anthr 308, Linguistics 301/2, or consent of the Department. Note: Formerly Inter D 470.

471 Readings in Anthropology I *3 (First Term, 3-0)
Prerequisite: Consent of the Department.

472 Readings in Anthropology II *3 (Second Term, 3-0)
Prerequisite: Consent of the Department.

488 Field and Laboratory Methods in Paleoenvironmental Studies
*3 (First Term, 3-3)
Prerequisite: Consent of the Department

ANTHROPOLOGY continued

New Courses cont'd.

508 Methods in Linguistic Anthropology *3 (either term, 3-3)
Selected topics in field methods and analytic techniques used by linguistic anthropologists, and their extensions in socio-cultural anthropology.
Prerequisite: Consent of the Department.

598 Seminar in Paleoenvironmental Studies *3 (Second Term, 3-0)
Prerequisites: Anthr 498 and 488, or consent of the Department.

Course Cancelled:

403

Course Changes:

202 Add Note: Not recommended for students concentrating in Anthropology. Not open to students who have taken Anthr 306 or 307.

306 Add Note: Not open to students who have taken Anthr 202.

307 Add Note: Not open to students who have taken Anthr 202.

325 Delete prerequisite.

327 Change title to read: Indigenous and Cultural Minorities in the Modern World.

330 Change term to: either term.

346 Delete prerequisite.

361 Change term to: either term.

362 Change term to: either term.
Delete prerequisite.

372 Delete prerequisite.

373 Delete prerequisite.

375 Delete prerequisite.

377 Delete prerequisite.

392 Delete prerequisite.

405 Change prerequisite to read: Anthr 202 or 306, or consent of the Department.

406 Change prerequisite to read: Anthr 202 or 306, or consent of the Department.

ANTHROPOLOGY continued

Course Changes cont'd.

411 Add Prerequisite: Anthr 202 or 306, or consent of the Department.

413 Change prerequisite to read: Anthr 202 or 307, or consent of the Department.

417 Change term to: either term.
Change prerequisite to read: Anthr 307 and one other 300-level course.

418 Change term to: either term.
Change prerequisite to read: Anthr 307 and one other 300-level course.

419 Change prerequisite to read: Anthr 202 or 307, or consent of the Department.

423 Change term to: either term.

424 Change term to: either term.
Change prerequisite to read: Anthr 202 or 307, or consent of the Department.

427 Change term to: either term.
Change prerequisite to read: Anthr 202 or 307, or consent of the Department.

428 Change term to: either term.
Change prerequisite to read: Anthr 202 or 307, or consent of the Department.

443 Change prerequisite to read: Consent of the Department.

462 Change prerequisite to read: Anthr 202 or 307, or consent of the Department.

480 Change prerequisite to read: Anthr 306, or consent of the Department.

495 Change prerequisite to read: Anthr 306, or consent of the Department.

LINGUISTICS:

Course Cancelled:

INTER D 470

Course Changes:

305 Change term to: Second Term.
Add: Prerequisite: Consent of Department. Note: Not offered every year.

381 Change note to read: Formerly part of Ling 389.

507 Change term to read: First Term.

15 August '75 Addendum to Section 1 of the Calendar Committee Report to the August 26 1975 Meeting of Arts Faculty Council.

The following changes are recommended for Council's approval:

DEPARTMENT OF ART & DESIGN

New Courses:

400 History of Nineteenth Century Art. *6 (3-0)
Painting, sculpture and architecture from the Nineteenth Century. (Note: formerly part of Art 401)

The following course which has been approved by Arts Council and cleared by GFC for the 1976/77 session should be corrected as follows: ART 440 - change weight to *4 instead of *6; change contact hours to (0-3) instead of (2-4).

Changes to existing courses:

240 Change weight to read *4

401 Change description to read: Painting, sculpture and architecture of the Twentieth Century.

413 Change description to read: Directed individual study for students wishing to specialize further in painting. Students will be encouraged to explore both contemporary and traditional mediums.

424 Change description to read: Additional directed individual study of the principles and traditional and contemporary technical applications of printmaking in three of the following: Relief, Silkscreen, Intaglio and Lithography.

524 Change description to read: Additional individual study at an advanced level of the principles and traditional and contemporary technical applications of printmaking, in two of the following: Intaglio, Relief, Silkscreen and Lithography.

DEPARTMENT OF DRAMA

New Courses:

255 First Year Acting in Rehearsal and Performance. *2 (Second Term 2L)
Note: Restricted to BFA in acting students.

345 Second Year Speech in Rehearsal and Performance. *2 (2L)
Note: Restricted to BFA in acting students. A half course offered over the full session.

355 Second Year Acting in Rehearsal and Performance. *2 (3L)
Note: Restricted to BFA in acting students. A half course offered over the full session.

DEPARTMENT OF DRAMA - (Cont'd.)

New Courses:

435 Third Year Movement in Rehearsal and Performance. *2 (3L)
Note: Restricted to BFA in acting students. A half course offered over the full session.

445 Third Year Speech in Rehearsal and Performance. *2 (3L)
Note: Restricted to BFA in acting students. A half course offered over the full session.

455 Third Year Acting in Rehearsal and Performance. *3 (4L)
Note: Restricted to BFA in acting students. A half course offered over the full session.

535 Fourth Year Movement in Rehearsal and Performance. *3 (4L)
Note: Restricted to BFA in acting students. A half course offered over the full session.

545 Fourth Year Speech in Rehearsal and Performance. *3 (4L)
Note: Restricted to BFA in acting students. A half course offered over the full session.

608 Research Seminar. *6 (3-0)
Research in selected topics.

618 Advanced Research Seminar. *6 (3-0)
Advanced research in selected topics.
Prerequisite: Drama 608 or consent of Department.

Courses Cancelled:

Drama 505, 602 and 603.

Course Changes:

243 Change description to read: Exercises in voice and speech improvement; elements of oral communication and interpretation.

300 Change description by deleting: "Elizabethans" and inserting "Restoration period".

321 Change title to read: Creative Drama and Theatre for Young Audiences.
Change description to read: Practical and theoretical approach to the development of human resources through Drama; Improvisation as it relates to theatre for young audiences.

323 Change title to read: Improvisation and Youth Theatre.
Change description to read: Practical and theoretical study of advanced techniques in improvisation applied to concepts of youth theatre.

DEPARTMENT OF DRAMA (Cont'd.)

Course Changes:

352 Change hours from 4L to 6L.

353 Change description by deleting: "the modern repertoire" and inserting "plays".

383 Change description by deleting: "non-structured" and inserting "unscripted".

385 Change description by deleting: "structured" and inserting "scripted".

401 Change description by deleting: "Restoration" and inserting "18th Century".

403 Change title by inserting: "Modern" before "Canadian Theatre". Change description to read: "Survey of Modern Canadian Theatre".

452 Change hours from 4L to 8L. Change Prerequisite to read: Drama 352 and/or consent of Department.

493 Change title by deleting: "technical direction" and inserting "production supervision".

500 Change title from "Dramatic Theory" to "Theatre Aesthetics" and list course under section 44.9.3/Honors and Graduate Courses:

507 Delete course description. (Prerequisites remain unaltered).

605 Add prerequisite: Consent of Department.

Program Changes:

Section 43.25.3/Specialization in Design: Correct Second Year by inserting Drama 385

Section 43.25.2/Specialization in Acting:

Subject to approval of the new courses proposed, amend this section as follows:

First Year: Delete Drama 270
Add Drama 255; 273, 393

Second Year: Delete Drama 393
Add Drama 345, 355

Third Year: Add Drama 435, 445; 455

Fourth Year: Add Drama 535; 545

43.6.1/Honors in Drama

Replace with new text as follows:

"The Honors program offers the exceptional student an opportunity for

43.6.1/Honors in Drama - (Cont'd.)

intensive study in Drama in preparation for graduate studies. The appropriate areas of study are Dramatic Literature, Theatre Aesthetics, and Theatre History. Students desiring intensive studies in other areas of Drama should examine either the B.F.A. or the four year B.A. (Special) Program."

"Eleven Drama courses are required; three of the remaining courses must be natural or social sciences. For promotion from year to year and graduation with Honors, a minimum G.P.A. of 7.0 in all Drama courses must be maintained."

"Students wishing to enrol in the Honors program in Drama should contact the Honors Supervisor about qualifications and program requirements."

44.9.3/Graduate Courses

Change this heading to: "Honors and Graduate Courses."

List Drama 500 under this heading instead of number 44.9.2.

DEPARTMENT OF ROMANCE LANGUAGES/ College Universitaire St. Jean courses

The Committee recommends that reference to C.U. St. Jean be deleted from the Romance Languages section of the calendar and proposes the following reference for inclusion under Section 41.2.1/College Universitaire St. Jean: A number of Arts courses are also offered in French at College Universitaire St. Jean. College St. Jean, founded in 1908 and accepted as an integral part of the University in 1970, allows students of French extraction to pursue their university studies in a French environment and allows other students to benefit from this environment. The University thus hopes to foster French culture in Alberta and to allow more students to master the two official languages of Canada. For further information, consult the calendar of College Universitaire St. Jean (sections 171 to 228 of the University of Alberta calendar).

The Romance Languages proposal on page 8 is therefore recommended for approval.

Note: The Department of Romance Languages requests that Romance Linguistics 599 (see page 5) be approved for the 1975/76 session.

SOCIOLOGY: Sociology 458 proposed for the 1976/77 calendar and approved by GFC on June 26, 1975, has been changed slightly by the department to make it clear that it does not overlap the area covered by Clothing and Textiles 306 offered by Household Economics.

Approved Description:

Soc 458 Sociology of Housing in Canada *3 (either term, 3-0)
Social and cultural bases and implications of housing forms, design types and site plans; housing needs of special groups; housing trends in Canada and other countries. Prerequisite: Soc 353 or consent of the department.

Amended Description:

Soc 458 Sociology of Housing in Canada *3 (either term, 3-0)
Social and cultural bases for (and impact of) housing forms, design types, site plans and housing needs of special groups; housing trends in Canada and other countries.

T.L. Powrie
Chairman

Voting Rights of Staff on Leave: Chairman Selection Committees

Although staff on leave are not permitted to sit on councils or committees, GFC has decided that each faculty council should decide for itself whether faculty members on leave may participate in the election of departmental representatives to chairman selection committees.

The practice in Arts has been not to include in the electorate members on leave unless they are readily available in the city. There are very great practical difficulties involved in attempting to conduct (in some cases) a series of elections at long distance. Delay might be justified in the case of tiny departments, in order to allow for the participation of all, but it has not otherwise been considered vital [although, as a compromise, it could be standard practice to circularize departmental members on leave but with a deadline that allowed only for an immediate response, from the forwarding address of record].

> Resolved THAT staff on leave not be included amongst the electorate in the election of departmental representatives to chairman selection committees unless they are readily available in the city
>
> or
>
> THAT staff on leave be included amongst the electorate ... at the discretion of the Executive Committee
>
> or
>
> THAT staff on leave be included amongst the electorate ... but that only sufficient time be allowed to provide for the immediate return of ballots from the forwarding address on record in the department concerned.

ARTS FACULTY COUNCIL

Minutes of Meeting of May 12, 1976

2:00 - 5:15 p.m.

PRESENT: R. G. Baldwin (Chairman), B. R. Abu-Laban, S. Abu-Laban, R. F. Anderson, R. F. Ayling, A. Ballah, H. B. Barclay, M. F. Bauer, W. Berg, J. W. Bilsland, F. D. Blackley, W. A. Blanchard, E. D. Blodgett, R. N. Bosley, F. F. Bueckert, R. L. Busch, A. Buse, R. P. Cirillo, F. Clandfield, A. Connell, J. A. Creore, H. W. Cummins, J. D. Dale, R. J. E. d'Alquen, R. A. Davey, J. J. Delehanty, F. A. de Luna, M. V. Dimic, E. Egert, F. C. Engelmann, B. L. Evans, L. T. Fitz, R. Frucht, W. D. Gainer, C. Gordon-Craig, M. Grayson, E. J. H. Greene, K. L. Gupta, D. J. Hall, H. A. Hargreaves, T. F. Hartnagel, R. R. Hett, C. W. Hobart, R. C. Jacka, D. C. Johnson, W. J. Jones, P. L. Knight, K. Krotki, G. Kupfer, L. Larson, E. Lechelt, H. Liebel-Weckowicz, J. Mackenzie, R. C. Macleod, J. G. Marino, E. C. May, G. S. McCaughey, I. F. McGilp, L. N. McKill, F. J. McMahon, J. S. McMaster, R. D. McMaster, R. J. Middleditch, P. A. R. Monod, C. H. Moore, R. G. Moyles, A. M. Munn, S. R. Munro, J. M. Nelson, R. M. Nielsen, M. S. Noorzoy, N. J. Parker-Jervis, T. L. Powrie, T. M. S. Priestly, E. Reinhold, P. A. Robberecht, E. J. Rose, M. L. Ross, P. A. Schouls, A. Scott, R. Silvester, O. F. G. Sitwell, Y. Slavutych, C. M. Small, R. C. Smith, R. A. Stangeland, L. H. Thomas, U. Trumpener, F. P. Van de Pitte, M. M. Van de Pitte, E. Waugh, T. H. White, R. G. Whitinger, M. D. Wilkie, and C. R. Wilson.

1. Tribute

The following memorial was read by Professor E. Reinhold:

PROFESSOR EMERITUS FRANCIS OWEN

Professor emeritus Francis Owen of the Department of Germanic Languages died on December 22, 1975 in his home at Edmonton, at the age of 89. The news of his death, coming as it did during Christmas week, did not reach many of his friends and former colleagues until much later--which explains, in part, the lateness of this tribute.

Born in Saltfleet, Ontario, on September 6, 1886, Professor Owen received a double Honors B.A. degree in History and Modern Languages in 1907 from Victoria College at the University of Toronto, being awarded at the same time the Governor-General's Gold Medal for highest standing in Modern Languages. He took his Master's degree at Toronto and lectured there until the outbreak of war. He enlisted, served as a lieutenant in the infantry and was wounded in battle. Discharged in December 1918 he returned to teaching at the University of Toronto until 1920, when Henry Marshall Tory, first President of the University of Alberta, interviewed him for a position in Modern Languages, which he accepted.

Professor Owen completed his own studies at the University of Chicago in 1926 with a Ph.D. in Germanic Philology, after having previously studied at Leipzig and Marburg. In 1934 he became Professor of German, in 1947 Head of the Department of Modern Languages, and he retired in 1952.

In addition to his teaching and research, his committee and council responsibilities, Professor Owen contributed greatly to the academic development of this Faculty and the intellectual life of the University. Together with W. G. Hardy, now Professor emeritus of Classics, he developed and shared a course in "Early Civilization" which dealt with human evolution and the cultures of Europe and the Near East, anticipating by many years the work of the Department of Anthropology; he offered a course in "General Linguistics" to Honors Modern Language students, long before Linguistics became an established discipline; in 1945, in response to post-war interest, he introduced and taught the first courses in Russian at this University; but perhaps most noteworthy is the encouragement he gave to students to pursue studies toward the M.A. in Germanic philology, German literature, and European prehistory, at a time when graduate studies at the University were still in their infancy. Several of his former students hold teaching positions at Universities in Canada and the United States. Professor Owen played an active role in the Philosophical Society, the forerunner of the Humanities Association, and in the well-intentioned but short-lived "Canadian Soviet Friendship Society."

During his years of retirement Professor Owen travelled and wrote. He completed The Germanic People: Origin, Expansion and Culture, published in 1960, and since reprinted as a College paperback edition. He wrote two novels, The Ravens of Wodan and Tristan and Isolde, as well as several shorter pieces based on themes of Germanic mythology, and contributed to anthologies of German poetry in translation. He kept alive his interest in the University, even though the changes brought about by our rapid growth during the 50's and 60's did not always meet with his approval. But as with the national and international scene, which he also viewed with a measure of healthy scepticism, he reluctantly accepted that they were beyond his influence to change.

It is good to know that Professor Owen, in spite of the infirmities of his advancing years and the effects of an earlier illness, had such a productive and enjoyable retirement.

Professor Owen will be remembered as a fine teacher who drew on his own broad knowledge of the humanities to lead his students to explore issues beyond the confines of their fields of study; as an educator and administrator of sound and straightforward ideas, with the conviction to defend them, and as a person of sympathy and understanding whose own ideals of modern Humanism he found symbolized in the theme of striving and redemption in Goethe's Faust.

By general consent, Council approved a motion by Professor Reinhold, seconded by Professor Greene, that this tribute be recorded in the Minutes and that it be conveyed with the expression of the Faculty's warmest sympathies to Mrs. Owen and her family.

2. Administrative Changes [reported for information]

2.1 Retirements

The following are retiring as Department Chairmen:

R. A. Davey, Department of Art and Design
C. T. Peacocke, Department of Drama
E. J. Rose, Department of English
P. A. Schouls, Department of Philosophy.

Professor B. L. Evans is retiring as Associate Dean, Social Sciences.

Professor S. R. Munro is retiring as Assistant Dean, Student Programs.

2.2 Appointments

Professor B. R. Abu-Laban will replace Professor Evans as Associate Dean, Social Sciences.

Professor J. Forster has been appointed Dean of Graduate Studies and Research.

Professor W. D. Gainer has been appointed Associate Dean of Graduate Studies and Research.

3. Report of the Academic Standing Committee, May 1976

The report having been distributed prior to the start of the meeting, the following corrections were brought to Council's attention (these having been incorporated into the copy of the report which is attached to the official Minutes):

ATWOOD, Leonard Joseph
(Deleted from the list of students recommended for the degree of Bachelor of Arts (General) with Distinction, and added to the list of those recommended for the degree of Bachelor of Arts (General Program))

COLBECK, Michael Robert
(Deleted from the list of students recommended for the degree of Bachelor of Arts (General Program), and added to the list of those recommended for the degree of Bachelor of Arts (General) with Distinction)

DUWORS, Helen Veronica
(Added to the list of students recommended for the degree of Bachelor of Arts (Special) with Distinction)

ENGEL, Thomas M.
LORDON, Donna C.
(Added to the list of students recommended for the degree of Bachelor of Arts (General Program)

STEBELSKY, George Jerry
(Deleted from the list of students recommended for the degree of Bachelor of Arts (Special)).

It was moved by Professor Smith, seconded by Professor Nielsen,

THAT the Report of the Committee on Academic Standing (pp.1-8 inclusive) be approved, as corrected.

Motion carried.

Note: A list of students who failed to meet the requirements for their degrees was received in confidence for Council's information.

4. Report of the Honors Committee, May 1976

[The report having been distributed to Council prior to the start of the meeting, a copy is attached to the official Minutes only.]

It was moved by Professor Nielsen, seconded by Professor Fitz,

> THAT Council approve the recommendations in sections 1 and 2 of the Honors Committee Report (graduands and other awards), the balance of the Report being received for information.

Motion carried.

5. Report of the Executive Committee, April 27, 1976

[The report having been distributed in advance of the meeting, a copy is attached to the official Minutes only.]

Council's attention was drawn to item 4 of the report (degree titles), Dean Baldwin reporting for information that the Honors Committee would at some future date pursue the question of the appropriateness of the label for the Faculty's Honors degree.

The following motion was then moved by Professor J. S. McMaster, seconded by Professor Wilkie, in light of item 5 of the report (that members of the Faculty will be informed when there is a vacancy, either permanent or temporary, among the officers of the Faculty (Assistant or Associate Deans), and that this information will be made available before an appointment is made):

> THAT in view of the fact that Arts Faculty has a majority of women among its students but no women among its academic administrative officers, this Council recommends that every effort be made to appoint some women to the Faculty Office as vacancies occur.

Responding to the concern that there was in the motion no mention of merit as the basis for appointment (whether male or female), the mover and seconder accepted as an editorial amendment the addition of the clause "due notice being taken of merit."

Motion carried.

It was moved by Professor Bilsland, seconded by Professor Hartnagel,

> THAT the Executive Report of April 27, 1976 be approved by Council.

Motion carried.

6. Report of the Course and Calendar Change Committee, May 1976

[The report having been distributed in advance of the meeting, a copy is attached to the official Minutes only.]

The report was considered in light of the following supplementary information and amendments.

p.1 Anthropology
327. Indigenous and Cultural Minorities in the Modern World.
The proposed change in the course description was amended as follows: "The survival of indigenous and minority cultures in various societies. Anthropological perspectives on the relationships among race, class, culture, and politics, and on genocide, ethnocide, and the future of native peoples in the modern state."

p.6 Germanic Languages
406. Introduction to German Linguistics.
A semi-colon was inserted immediately following "Runes" in the course description: "Runes; discussion of major features of several Germanic languages."

p.14 Romance Languages
505. Honors Seminar in Romance Literatures.
The course identification was corrected to read "R Lit" and the course description was reported for Council's information and the record, although the description will not appear in the Calendar (Calendar entries for 500- and 400-level courses being, for the most part, by title only): "Parallel studies of a literary movement, period or topic in more than one Romance Literature. Conducted entirely in the languages of the literatures being studied."

p.16 Sociology
473. Sociology of Death and Dying.
The description of the proposed new course was amended as follows: "Comparative examination of death and dying in socio-cultural contexts, including theoretical and methodological issues."

It was moved by Professor Reinhold, seconded by Professor Nielsen,

> THAT the Report of the Course and Calendar Change Committee--as supplemented, as corrected, and excepting the courses removed for separate consideration (see below)--be approved by Council.

Motion carried.

Council's attention was then directed to the items removed for separate consideration.

p.5 English
398. Children's Literature.

The request was for the reinstatement of a full-year service course previously offered to students in the Faculty of Education, it being noted that this course would serve as an alternative to the existing single-term courses (English 305/306). The course description was as follows:

> A historical and critical study of world literature from antiquity to the present. It includes books

written especially for children and books annexed from general literature by children and young people. The course is divided into two parts: a study of myth and folklore belonging to various cultural traditions and a study of works in English by known authors. Prerequisite: English 200, 210, or 290, or any two single-term courses in English. This course is limited to B.Ed. students. Note: Not to be taken by students having credit in English 305 or 306.

N.B. The wording of the prerequisite was subsequently revised (ref. Engl. 305/306 below).

The issue arising out of the proposed reinstatement of English 398 was a challenge of jurisdiction involving the Departments of English and Comparative Literature, the full-year course, as described above, having originally been introduced prior to the establishment of the latter department. Council was reminded of the position taken by the Department of Comparative Literature in September 1973, when English 398 was replaced by two single-term courses, English 305 and 306. (Ref. item 7.4, AEC, 17/9/73: "Professor Dimic said that Comparative Literature was not challenging these courses (partially because they are being taught by a recognized specialist in Children's Literature: Dr. A. White), although the descriptions could lead to some confusion with courses generally considered to be C.Lit. courses. He did, however, wish to state for the record that Comparative Literature might at some future date become more actively interested in this area.") In light of the challenge it was moved by Professor White, seconded by Professor Smith,

THAT the proposed reintroduction of English 398 be tabled, pending exploration by the Departments of English and Comparative Literature of the possibility of resolving their differences through a modification in the wording of the course description.

Motion carried.

p.6 English
305. The Development of Children's Literature.
306. Folklore in Children's Literature.

On the grounds that the prerequisite which was specified for English 398 should also apply to English 305 and 306, it was moved by Professor Reinhold, seconded by Professor Clandfield,

THAT the proposed change in the "Note" for English 305 and 306 in the Faculty of Education Calendar include reference to a prerequisite, and that the wording of the prerequisite read as follows: "English 200, 210, or 290, or any two other 200-level single-term courses in English."

Motion carried.

7. Student Access to Old University Examination Papers [GFC referral] Council was asked for its view of a Students' Union request that old examination papers be made available in some central location such as the Library, the Committee of Department Chairmen having recommended that the proposal be considered in terms of the academic and the practical implications. Discussion was initiated by Professor Thomas, who moved, seconded by Professor Munn,

> THAT this Council approve in principle the making available in some central location of final examinations.

A question was immediately raised whether, if approved, the legislation would be binding or at the option of the instructor, one member stating that he himself would be reluctant to make available the examination paper for a course in a highly specialized field for which he has designed a series of essay-type questions that are given in alternating years. Another comment was that the exercise would be of doubtful value where first-year multi-section courses are concerned (on the grounds that many of the sections are manned by graduate students who will only be teaching the course for one year), and that in such cases it was preferable that a representative examination be made available. In light of this discussion, an amendment was moved by Professor d'Alquen, seconded by Professor Smith,

> THAT an examination typical of a given course be made available.

Responding to a request for clarification of the wording of the amendment, Dean Baldwin explained that the previously mentioned "representative examination" would be an actual examination chosen from a given year, whereas an "examination typical of a given course" might be one which was a hypothetical model. There was concern that a "typical examination" could serve to mislead the student. In any event, it was argued that the making available of a limited number of models would not meet the students' interests--that the students would like to see a series of examinations on a given course offered over the years.

Amendment defeated.

Another amendment was introduced by Professor Frucht, seconded by Professor Nielsen,

> THAT the making available of final examinations be "at the option of the instructor."

Amendment carried.

Discussion having turned to the motion as amended, it was argued that "quite apart from their use as a source of referral by students, the old examination papers provide very interesting archives of what is happening intellectually in the University." Other members, however, felt that permissive legislation was not likely to be very effective. Moreover, it was argued that "neither the need nor the utility of setting up this elaborate system has been demonstrated." Here it was noted that the students were referring back to a policy which was in use some ten years ago when final examinations had an entirely different status, i.e. when the final examination was worth 70% of the course (rather than the present 30%) and when many of the finals were common examinations.

Motion defeated.

8. Curriculum Committee Report, March 16, 1976

[The Report having been distributed in advance of the meeting, a copy is attached to the official Minutes only.]

8.1 Modification in the Requirement for a Second Science Course

The Curriculum Committee was asked by Arts Council in December 1975 to reconsider its motion, passed by Council in March 1975, which provided alternatives to the second natural science requirement in the B.A. program ("that Arts students be required to take a second natural science course; or a course in the philosophy of logic, epistemology, philosophy of science, or history of science; or a course in the social sciences which focuses primarily on scientific methodology"). Pending the requested review, Council tabled the Curriculum Committee's proposal for a modification of the March 1975 legislation which would remove the restrictive phrase "in the social sciences." On the basis of their reassessment, members of the Curriculum Committee concluded that they wished to reaffirm most strongly their earlier recommendations, the rationale for their position being outlined in the March 1976 report. Accordingly, Professor J. S. McMaster, Chairman of the Curriculum Committee, lifted from the table the resolution which was put to Council on December 12, 1975, the motion being seconded by Professor Priestly,

> THAT Council approve the deletion of the phrase "in the social sciences" from the motion passed by Council on March 3, 1975.

The question was put to a vote, Professor Wilson having indicated that he would not oppose the present amendment per se but that he would seek to reopen debate on the original motion, which he saw as the central issue (and to which he was opposed).

Motion carried.

It was then moved by Professor Wilson, seconded by Professor Wickenden,

> THAT Council rescind its recent legislation whereby Arts students are permitted to take certain specified courses as alternatives to the second natural science requirement in the B.A. program.

The arguments for and against the motion to rescind are not recapitulated in these Minutes, the statements, for the most part, being a reflection of arguments already recorded in the Minutes of Council's March and December 1975 debates on the second science requirement and in the related Curriculum Committee reports.

Motion defeated.

8.2 Limitation on Junior Courses in the Principal Subject of Concentration

The rationale having been recorded in the Curriculum Committee report, it was moved by Professor J. S. McMaster, seconded by Professor Nielsen,

> THAT the regulations for the B.A. (General) be changed to read that at least two full-year equivalents required to satisfy the principal subject of concentration be senior-level courses; and that the regulations for the

> B.A. (Special) be changed to read that at least four full-year equivalents required to satisfy the principal subject of concentration be senior-level courses.

Professor McMaster, having been asked in what sense the concerns of the language departments were taken into account in the wording of the motion, explained that the Curriculum Committee had dropped from its originally drafted resolution the application of this limitation to the secondary subject of concentration.

Motion carried.

8.3 Subjects of Concentration in the B.A. After Another Degree
The rationale having been recorded in the Curriculum Committee report, it was moved by Professor J. S. McMaster, seconded by Professor Blanchard,

> THAT we delete from the B.A. After programs the requirement that the principal subject of concentration must not be the same as the principal subject of concentration in the first degree.

Motion carried.

8.4 Reading Courses
The Curriculum Committee having in its report urged "that those departments which do not now offer [reading] courses consider adding them to their calendar offerings," it was moved by Professor J. S. McMaster, and seconded by Professor Ayling,

> THAT Council approve in principle the following statement, for inclusion in the calendar (it being understood that the precise formulation of the statement and its location in the calendar would be the responsibility of the Course and Calendar Change Committee): "A number of the departments of the faculty offer senior-level reading courses which may be designed to fit the particular interests of advanced students who would like to examine topics not covered in the departments' other courses. Students who wish to pursue such topics are encouraged to seek assistance in arranging a reading course through the chairman and interested faculty members of the department."

Motion carried.

9. Final Report of the ad hoc Committee for Reconciliation of Disputed Grades

[Members had before them i) the Committee's report to Council, and ii) a submission dated May 12 from Professor A.K. Davis, the latter having been received after the start of the meeting. Copies of these documents are attached to the official Minutes.]

Dean Baldwin having reviewed the circumstances giving rise to the report (ref. item 4.4, AFC, 13/5/75), it was moved by Professor Gainer, seconded by Professor Drummond,

> THAT the Report of the *ad hoc* Committee on the Reconciliation of Disputed Grades be adopted by this Council.

Speaking to the report, Professor Gainer said that it was primarily concerned with exceptional cases (ref. p.4: "that the Department Chairman in the first instance, and the Dean in the second instance, be the officials first charged with the ongoing responsibility, on behalf of Council, of isolating and seeking a fuller explanation of apparent extremes in the assignment of grades which stand as an index of academic performance by students"). Professor Gainer added that where the recorded results were to be subject to special review procedures, his committee's recommendation was that the dispute be submitted to a "committee of peers." Two other recommendations in the report were drawn to Council's special attention:

i) that the review committee may in its discretion choose to alter one or several grades or the distribution, subject to final ratification by the Dean on behalf of Council;

ii) that the committee's report shall become part of the official record and career file available at times of staff member evaluation and promotion decisions (that is to say, anything in the report which is pertinent to the record of a staff member, whether instructor or chairman).

Comment having been invited from the floor of Council, appreciation was expressed for the Committee's meticulous approach to the issue (although there were some reservations that the proposed procedures were "over-structured" and might prove difficult to implement). Members having been given ample opportunity to express their individual opinions about specific sections of the report and the debate having produced no formal motion for amendment, the question was put on its adoption.

Motion carried.

10. Deferrals

10.1 Grade-point average required for Distinction
10.2 Quorum
10.3 Academic Planning Committee Report
10.4 Report of the *ad hoc* Committee on the Study of Film

11. Adjournment

By general consent, the meeting was adjourned at 5:15 p.m.

Chairman.

REPORT OF THE MAY 76 MEETING OF THE FACULTY OF ARTS COMMITTEE ON ACADEMIC STANDING

1.1 Recommended for the John MacDonald Gold Medal

KENNEDY, Richard Harvey

1.2 Recommended for the degree of Bachelor of Arts (Special) with Distinction

BOLDT, Terry Anne
BROOK, Mary-Kay
CORBETT, William Alexander
DUWORS, Helen Veronica
FORSTER, Merna Margaret
GALBRAITH, Barry
GALENZA, Bruce Douglas
GRÜNENFELDER, Bernhard Nikolaus
KAPLER, Kevin Lloyd
KERR, Ian George
MALLANDAINE, Michelle Helen
RICHERT, Anna Nora
SAWKA, Edward Russell
VLADICKA, Alan Stephen

1.3 Recommended for the degree of Bachelor of Arts (Special Certificate) with Distinction

BUKOWSKI, Jose Ricardo Saldanha
CHRZANOWSKI, Leopold Bernard

1.4 Recommended for the degree of Bachelor of Arts (General) with Distinction

ANDERSON, Alan Robert
ANDREASSEN, William Arnold
ARKI, Louie
AUSTIN, Robert William
AYLING, Wayne Christopher
BENDIAK, Frances Leona
CARTER, Michael Roy
COCKBURN, James Donald
COLBECK, Michael Robert
CRAIGIE, Sheila Elizabeth
ELLIOTT, Margaret Janine
GERLOCK, Marcelene Amaryllis
GOERTZ, Donald Aaron
HADLEY, Jill
HILLER, Leroy Norman
HO, Bing
JENSEN, Finn
JONES, Lynfa Anne
KELNER, Janice Dale
KENNEDY, Richard Harvey
KINLOCH, David William
KIRILLO, Randal Mark
KOZAK, Frederick Steven
KUZYK, Richard Benjamin
LaBRIE, Bernadette Louise
LUSK, Gregory William
MALDEN, Peter Donald
MANCINI, Gerald Nelson
MARTIN, Valerie Mae
McKERNAN, Michael Shane
McPHAIL-BREAULT, Anne Elizabeth
MOIR, Elizabeth Mae
MORRISROE, Sharon Jane
NORMEY, Robert John
PALAMAR, Daniel Anthony
PARSONS, Patricia Anne

Recommended for the degree of Bachelor of Arts (General) with Distinction - continued

PATTERSON, Donald Bruce
PAZDER, Kenneth Allan
PEACE, Leslie Leedham
PEARSON, Charles Robert
PEZZOT, Susan Laurel
POLAK, Shelley Lorraine
PRESTASH, Lynn Marie
ROGERSON, William Paul
ROMANIUK, David Christopher
THOMPSON, Duncan Charles
TREVOY, Andrew John
UNGARIAN, Judith Ellen
VANDER VALK, Petronella
WARREN, Christopher Randall
WONG, Lilly Ann
ZAYCHUK, Dianne Lynn

1.5 Recommended for the degree of Bachelor of Arts (Special)

ALBERT, Barbara Elizabeth
ARMSTRONG, Melodie Anne
BLUNCK, Ute-Brigitte
BURGHARDT, Barry Edward
CHAPMAN, David Brian
CHISHOLM, Joan Dorothy
DECHIEF, Debra Darlene
DELAND, Michelle Josephine
DEVLIN, John Michael
FREEMAN, Randolph Steven
GALENZA, Karen Jean
GERST, Robert Marcel
GORUK, James Alexander
GRIFFITH, Thomas Brian
GRIFFITHS, Sharon Diane
HAGUE, Mary Jo Michelle
HANSEN, Pamela Dale
HOGAN, Timothy Edward
HOLTZ, Ann
JENSEN, Bent Jan
JOHNSON, Gary Byron
KOSINSKI, Inez Lillian
LEITCH, Christine Anne
LO, Geoffrey Tak Wah
LODEWYK, William Douglas
MAGWOOD, Mary Leona
MARTIN, Robert Lynden
McCOY, Neil Ernest
McLAUGHLIN, Guy David
MENTZ, Ursula Vera
NELSON, Kenneth James
NICOLSON, Sandra Louise
NOWICKI, Dennis Charles
OBIORA, Ellen Frances
PASTEWKA, Peter
PGETZKE, Carol Eleanor
SCHOWALTER, Lawrence Howard
SCHULTZ, Raymond Wesley
SCHULZE ALTHOFF, Peggy Elizabeth
SHELLEY, Donna Lee
SIU, Stephen Leung-Chung
TANNER, James Newland
VALCKX, John Godfry
VALENTINI, Walter Oscar
ZAK, Rita Jean

1.6 Recommended for the Special Certificate (equivalence of B.A. Special)

BODARD, Stuart James
CARTER, Kenneth William
FANNON, Victoria MaryAnne
HENWOOD, Deborah Ruth
KING, Kevan Scott
LEBOURGEOIS, Jean-Pierre Rene
LIEBER, Edward John
MIX, Gary Ronald
RICHARDSON, Terrance Keith
* STRATTON, Gordon Bruce

1.7 Recommended for the degree of Bachelor of Arts (Canadian Studies)

GORRELL, Lynn Anne
RODGERS, Catherine Ann

1.8 Recommended for the Special Certificate (equivalence of B.A. Canadian Studies)

DRAKE, Leslie Oliver James

1.9 Recommended for the degree of Bachelor of Arts (General Program)

ADAMS, Larry William
AGTERBOS, Angela Agnes
ALBISTON, Barbara Jean
ALLAN, Debra Lynn
ANDREKSON, James Alexander
ANHOLT, Gwendolyn Joanne
ARMSTRONG, Ralph Conrad
ARMSTRONG, Stanley Thomas Roy
ARNASON, Michael James
ARNDT, Richard William
ATWOOD, Leonard Joseph
BAILEY, Kenneth John
BAKER, Cynthia Helen
BAKER, Janis Alene
BALANKO, Caroline Eve
BARRY, Margaret Ann
BARRY, Richard David
BAWDEN, John Weber
BAYDA, Dwayne Walter
BELL, Ellen Louise
BELZIL, Monique Louise
BISCHLER, Frederick Robert
BLAKEY, Margaret Laurie
BLANCHARD, Stephen Dale
BOTTEN, Sherrie Olga
BOTTOMLEY, Craig Harry Norman
BOYCE, Laurie Louise
BRADLEY, Anne Margaret
BROOK, Fredericka Lee
BROWN, Alan William
BROWN, Carol Linda
BROWN, Clare Lewis
BROWN, David Francis William
BRUNSCH, Dieter
BUCHWITZ, Lorie Marie
CARLSON, Josh Harvey
CHAMBERLIN, Kenneth Guy
CHAPMAN, Arlene Anne
CHERNIAWSKY, David Walter
CHIU, Shi-Tim
CHOI, Che Keung Francis
CHOMIAK, Bohdan
CHOMYN, Darlene Irene
CHOW, Henry Shung Kai

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* Addition to the list of graduands approved by Executive Committee on behalf of Council, May 14, 1976.

Recommended for the degree of Bachelor of Arts (General Program) - continued

CHRISTENSON, Carol Denise
CLARK, James Walter
CLARKE, Carol Joyce
COLLINS, Mark Joseph
COON, Kevin Matthew
COSGROVE, Terrance Michael
COSTIGAN, Ronald Louis
COURT, Daniel George
CRAMER, Kenneth Wayne
CROCKETT, Robert
CUMMINGS, Kathleen W.
CUNNINGHAM, Daniel Vincent
CYNCAR, Markiana Judith Anne
DAHLE, Sigrid
DALBY, Richard Alan
DANGERFIELD, Kenneth Andrew
DARIUS, Shirley Florence
DAWSON, Jill Mary
DAWSON, Lydia
de GRANDPRÉ, Pierre Louis
DELFS, Brenda Marie
de MEYER, Georgina Irene
DeVRIES, Onno
DICKINS, Cynthia Joan
DONAHUE, Helene Anne
DOUCETTE, Carol Ann
DOWNIE, Cecily Diane
DUBOIS, Laurent Jeffrey
DUTEAU, Gayla Margaret
DZURIS, Helen Ann
EDGECOMBE, Donald Carl
EDWARDS, Gail Louise
ELHORN, Fraser Lee
ENGEL, Thomas M.
EPP, George
FAMINOW, Merle Douglas
FARNELL, Thomas Archibald
FARRELL, Patrick Michael
FERGUSON, Henri Arthur
FETAZ, Wayne Albert
FINK, Neal Alroy
FINLEY, Patricia Gail
FOGED, William George
FOWLER, Joyce Diane
GARDENER, Maria Joy
GEDDES, Judith Anne
GELLERT, Rudi
GIBB, Jane Elizabeth
GIBSON, Barbara Gayle
GILLEN, Virginia Lee
GOGAL, Louise Maryanne
GRANDISH, Denise Lynda Mae
GRANT, Georgia Irene
GRAUL, Deborah Ann
GREER, Joan Eileen
GRUE, Thomas Charles
HAGEL, Theresa Ann
HAILES, Robert Ted
HAMDON, Evelyn Leslie
HAMMER, David Cary
HANSON, Ronald Stanley
HARBOURNE, Roxy
HARDER, Doris Anne
HARRIES, Jody Anne
HARRIS, Kathleen Joan
HART, Mary Anne
HAY, Gordon Lindsay
HEAD, David Charles Sommervill
HECTOR, Janice Lee
HENDERSON, Mary-Jean
HENDERSON, Patricia Lynn
HEPBURN, Donald Bruce

Recommended for the degree of Bachelor of Arts (General Program) - continued

HESLUP, William Earle
HETHERINGTON, William Ray
HICKMANN, Peter Gunter
HICKMORE, Mary Anne McMillan
HLUSHKO, Teresa Joan
HNATIUK, Kenneth Wayne
HOLCROFT, Fred Robert
HUDSON, Anna Catherine
HUOT, Michelle Marie Agnes
* JAMES, Donald McNaughton
JAMIESON, James Duncan
JESPERSEN, Myron Allyn
JOHNSON, Rodney Lavern
JOHNSTON, Laurie Catherine
KALDESTAD, Emily Nadine
KARPIAK, Barry Alexander Michael
KAUMEYER, Deborah Anne
KENDAL, Peter Rudolph Coates
KENNARD, Kenneth Charles
KENNEDY, William Ian
KENT, Roger Brian
KINNIBURGH, John David
KIRKMAN, Evelyn Jean
KLEMEN, Vincent John
KOSHMAN, Brian Thomas
KOZAK, Betty May
KRYSA, Cathryn Anne
KUELKEN, Christine
KUTYN, John Michael
LARSEN, Kenneth Dwayne
LAVERDIERE, Denis Leo
LAWRESZUK, Miranda
LAYCRAFT, James Bradley
LAYTON, Barry James
LEAROYD, Douglas Rainsford
LEE, John Ned
LEE, Rodney John
LEMIEUX, Raymond Francis
LEPPARD, John Emerson
LEUNG-WOO, Marina Denise
LINDSKOOG, Mark Edward
LIZOTTE, Brenda Lynne
LOISELLE, Lorraine
LOMBARD, Christine Jeanette
LORDON, Donna C.
LOWE, Ronald William
LUDWIG, Gerald Ralph
MA, Loretta Kam Yee
MACCAGNO, Holly Geraldine
MacDONALD, Ishbel Riada
MacDONALD, Rory Bernard
MACKLIN, Eric Frank
MacLEAN, Suzanne Marie
MAGATHAN, Meredith Gail
MAGEE, Michael Rene
MAHAFFEY, Thomas Dale
MANCHAKOWSKI, Donald William
MANN, Lorne Graham
MARGHELLA, Josephine
MARSHALL, Brenda Kathleen
MASCHMEYER, Bruce Eldon
MATHEWSON, William Wallace
McELHANEY, Evelyn Ruth
McGEE, Marion Eleanor
McGILL, Patrick William
McINTOSH, Alicia Sophia
McKENNA, Wayne Joseph
McLAUGHLIN, Kerri Lynne

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* Addition to the list of graduands approved by Executive Committee on behalf of Council, May 14, 1976.

Recommended for the degree of Bachelor of Arts (General Program) - continued

McMILLAN, Lorna Anne
MENNEAR, Maria
MICHAEL, Mary-Lee
MILNER, Janet Elizabeth
MIRLIN, John Alexander
MISENER, Bradley Lane
MOFFAT, Joanne Gay
MONTELEONE, Barry Francis
MOORE, William Bertie
MORRIS, Kenneth Gordon
MORRISON, Carol Heather
MOTTERSHEAD, Daniel Victor
MOYSA, Marilyn Joyce
MUELLER, Karl
MULHOLLAND, Paul Lennard
MUNROE, Maureen Jean
MURPHY, Heather Constance
MURRAY, Christopher Jon
MURRAY, Debra Schuler
MURRAY, Kristin Florence
MYLREA, Marilyn Jean
NAPIER, Allan Dale
NEAVE, April Margaret
NEEHALL, Emily Bethia
NEELIN, Gregg Jonathon
NESDOLY, Murray Alan
NEUMANN, Sharilyn Gaye
NEWSHAM, Joan Rae
NIGRO, Nancy Anne
NOLAN, Ita Josephine
NORMEY, Margaret Olive
NORTHEY, David Brian
OAKES, Jennifer Jane
OUELLETTE, Paul-Emile
OWENS, Brian McCullough
PADDON, Jillian Locke
PARKER, Gregory Neil
PASTUZYK, Jo-Anne Marie
PATTISON, David Victor
PAUL, William James
PEAT, Archie MacKellar
PERSAUD, Deonauth
PHIMESTER, Laura Linnet
PLANCHE, David Hugh
PONTING, Douglas Richard
PYRCZ, Sharon Colleen
PROWSE, Deborah Elaine
PUDAR, Iris Berna
QUINN, Shelley Maureen
READMAN, Brian Arthur
REMEDIOS, Francis Xavier
RIABOV, Tamara
RIES, Shelby Joan
RITZ, Michael Glenn
RIVERS, Phillip Anthony
ROBSON, Tim James
ROSBOROUGH, Barton Dale
ROSS, James Paul
ROSS, John Murray
ROY, Kevin Michael
RUDIAK, Shirley Rita
RUNDELL, Beverley Joan
RUTT, Diana Christina
SABOURIN, Madeleine Berthe Marie
SALOPEK, Marijan
SANDEN, Edward John
SANDHURST, Lowyne Denise
SAWCHUK, Mary-Ann
SCHERBARTH, Alfred
SCHMIDT, Svend Aage

Recommended for the degree of Bachelor of Arts (General Program) - continued

SCHMITT, Terence Patrick
SCHNACK, Karen Louise
SCURFIELD, Ralph Douglas
SEUTTER, Marlene
SEUTTER, Ronald Robert
SHANDRO, Wayne Peter
SHERBANIUK, Richard Linton
SHILLINGTON, Clifford Maurice
SINCLAIR, Douglas Robert
SKODE, Lorne Daryl
SLOAN, Larry Robyn
SNIDER, Wendy Diane Marie
SOICE, Willa Isabel
SPRENG, Helene Marie-Louise
STEHELIN, Emile Denis Joseph
STUART, Janet Leila
SUTHERLAND, Kim Joanne
TANG, Angeline Chung Yee
TANG, Yuen Ching
TAYLOR, Alan Joseph
TAYLOR, Kimberly
TAYLOR, Ryan David
THEDE, Joan Constance
THORSEN, Sherri
THURSTON, Gregory Lorne
TOMA, Dale Wesley
TOOLE, Deborah Jean
UHLICH, Gordon Douglas
UPSHALL, John Eric
VAAGE, Evelyn Denise
VALLEE, Georges Edward
VAN DEURZEN, Franciscus
WALDAL, Deborah Karen
WATLING, Lyle Bruce
WATT, Donna Lynn
WEAVER, Sandra Gayle
WENSEL, Lorne Andrew
WHITNEY, Ronald Wayne
WIEDMAN, Phillip Paul
WILLIAMS, Dennis Andrew
WILSON, Peter John
WILSON, Susan Frances
WOODWARD, Mary Anne Wylie
WORDEN, Patricia Jo
YIH, Annie Ka Po
YOUNGS, Julia Eileen
ZEWGE, Mezlekia
ZOELLNER, John Garnet

1.10 Recommended for the degree of Bachelor of Fine Arts with Distinction

KUETHE, Arndt (Art & Design)

1.11 Recommended for the degree of Bachelor of Fine Arts

BAINBOROUGH, Robert Malcolm (Drama)
BRUCE, Catherine Mary (Drama)
CHAPEK, Peter Anthony (Drama)
CONNOR, Eric John (Art & Design)
COOPER, Monty James (Art & Design)
DUCOMMUN, Richard Edward (Art & Design)
FAHLMAN, Marie Lynne (Art & Design)
FORSYTHE, James Gibson (Drama)
FROBB, Agnes Louise Kalina (Art & Design)
HEMINGWAY, Ann (Art & Design)
HOBLAK, Darlene Anne (Art & Design)
JOYCE, Mary Phyllis (Art & Design)
LEE, Chi Ngai (Art & Design)
PALKOWSKI, Donald Allen (Art & Design)
PELZER, Norman Craig (Art & Design)
POPOWICZ, Michael (Art & Design)

Recommended for the degree of Bachelor of Fine Arts - continued

QUINLAN, Elizabeth (Art & Design)
REED, Carol Ann Boyd (Art & Design)
ROBERTS, Ted Alfred (Drama)
ROBERTSON, Robert Ian Carleton (Art & Design)
SHIHADEH, Nadia (Drama)
SUNG, Philip Shiu Hang (Art & Design)
TEMPLE, Ralph Stanley (Art & Design)
WARREN, Edgar Myles McEwen (Drama)
WELCH, Douglas Murray (Drama)

1.12 Recommended for the degree of Bachelor of Music with Distinction

LAWSON, Elinor Louise
LETOURNEAU, Susanne
TAYLOR, John Christopher

1.13 Recommended for the degree of Bachelor of Music

ANDREWS, Janet Elizabeth
BRADNER, Margaret Helen
BURROWS, Beverly Anne
HARLTON, Lynda Ann
HOLDITCH, Jo-Ann Marian
KONING, Jacob
MAHON, John Cecil
MAY, Michael Richard Porson
MORRIS, Barbara Leslie
PELLIZZARI, Francesco
REESE, Lawrence Winston
SPEERS, David Alexander
STEINBRING, Linda Louise
WELLS, Barbara Jean
ZINGER, Janet Rose*
ZOWTUK, Patrick Daniel

ADDENDUM

The Committee on Academic Standing checked the records of the following COLLÈGE UNIVERSITAIRE ST. JEAN students at the request of Dean F.J. McMahon and recommends them for the degree indicated:

Bachelor of Arts (Special Program)

ROSS, Lorraine J.

Bachelor of Arts (General Program) with Distinction

HILL, Linda Lou
LEMIRE, David James
MAGNUS, Victoria

Bachelor of Arts (General Program)

BOULET, Carmen
BERUBE, Camille L.
BUGEAUD, Danielle
DENT, Charles A.
LOUDEN, Colleen D.M.
MERCIER, Margaret M.

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* Addition of the notation "With Distinction" approved by Executive Committee on behalf of Council, June 30, 1976.

SPECIAL CASES

DELFS, Brenda Marie - The CAS recommends that she be granted the degree of B.A. (General) notwithstanding 2½ courses in her second area of concentration.

HANSON, Ronald Stanley- The CAS recommends that he be granted the degree of B.A. (General) notwithstanding 3½ courses in a second area of concentration consisting of Biology and Botany.

HESLUP, William Earle - The CAS recommends that he be granted the B.A. (General) after the B.Comm. notwithstanding the acceptance of two senior single-term Computing Science courses to meet the junior lab science requirements of the program.

POLAK, Shelley Lorraine - The CAS recommends that she be granted the B.A. (General) degree with "Distinction" notwithstanding an extra half course in her principal area of concentration caused by taking a half "extra-faculty" course in Educational Psychology.

CONFIDENTIAL

Students who failed to meet requirements for their degrees:

B.A. (General)

BEAN, Terry Allan - failed single-term course
BERRY, Sylvia Ann - failed to meet graduation average
CAWKER, Monty Edgar - failed single-term course in area of concentration
CONNOLLY, Robert Michael - Category C in a repeat year; not to continue in Arts
DONOVAN, Terence William - failed single-term course in area of concentration
FORREST, Kathleen Margaret - failed full-session course (second science requirement)
GABORAK, Taras Bohdan - Category C, required to withdraw
GUSTAFSON, Harold Gunnar - failed single-term course in area of concentration
LO, Shi Ki Thomas - failed single-term course
LUK, Albert Chuen-Fuk - failed single-term course
MacDONALD, Norman Alexander - failed full-session course in area of concentration
MELNYCHUK, Joanne Betty - as a probationary student, failed 2 single-term courses; not to continue in Arts
PYRCH, Ronald Cyril - failed single-term course in area of concentration
ROBB, Glenys Nora - failed to meet graduation average
ROSYCHUK, Bryan Nelson - failed single-term course in area of concentration
SINCLAIR, Ivan Charles - failed single-term course

B.F.A. (Art & Design)

GOURLAY, Sheena Merrit - failed full-session course

B.Mus.

GARIEPY, Robert Charles - Category C; required to withdraw (failed four full-session courses)

ARTS FACULTY HONORS COMMITTEE REPORT - MAY 1976

1. GRADUANDS

1.1 Recommended for the Governor General's Gold Medal

CAMERON, Emily Constance (Specialization: French)

1.2 Recommended for the Degree of Bachelor of Arts with First Class Honors

NAME	SPECIALIZATION
ANSELMO, Giovanna Rita	English and Italian
BAXTER, Margaret Joan	Anthropology
CRAWFORD, Reginald Philip	Psychology
FAFARD, Denis	Comparative Literature
FERGUSON, Roderick Alexander	Economics
HARVEY, Gordon Charles	English
HEPPLER, Dorothy Evelyn	History
HOLST, Heide Marie	English
HORTON, Margaret Joyce	Anthropology
HUHTALA, Lynn Marie	History
HULNICK, Gail Elizabeth	Sociology
LAYCOCK, David Howard	Political Science
LIEBICH, Christopher Mark Andrew	History
LUPUL, David William	History
MOODY, Barbara Joan	English
OGG, Anthony Cyrus Gordon	Philosophy
OSLAND, Cheryl Elizabeth	French and German
PELLEGRINI, Gigino Adriano	Romance Languages
ROSS, June Marie	Psychology
SHARP, Aritha	English
SIMPSON, Robert Mark	Romance Languages
THOMAS, Hugh Alun	History
VAN DE MAAT, Johanna	Political Science
WHITE, Randall Keith	Anthropology
YOUNG, James Muir	English

1.3 Recommended for the Degree of Bachelor of Arts with Honors

NAME	SPECIALIZATION
BAILER, Larry Gordon	Economics
BHATIA, Robert Akhil	Economics
BUSE, George Bernard	Geography

Recommended for the Degree of Bachelor of Arts with Honors (cont.)

NAME	SPECIALIZATION
CHAN, Chung Philip	French and German
CHESTER, David William	English
CORRY, Barrie Neil	Classics
DRIESSEN, Martinus Maria	History
GOOD, Vernon Eugene	Political Science
ISAAC, Annette Adriana	Romance Languages
JAMIESON, Donna Marie	Psychology
KOBEWKA, Robert William	Economics
LOCK, Hazel Mary	History
MacGREGOR, Lorraine Joan Nicholl	Economics
MARINER, Leonard Roger	Political Science
MARK, Anna	Psychology
MEYER, Cheryl Marian	Anthropology
NOLAN, Barry Frank	English
PORTER, Herbert Douglas	Geography
QUOIKA-STANKA, Wanda Margarita	French and German
RIDGEWAY, John Arthur	Economics
RITCHIE, Catherine Christine	French
ROBINSON, Albert Alexander	Economics
ROMANIUK, Bohdan Stephan	Economics
SCHAYER, Hanna	Sociology
STEPHEN, Leslie Ann	Romance Linguistics
STEWART, Nancy Jean	Economics
VANDERVAART, Leonard	English

2. OTHER AWARDS

2.1 Recommended for the Edmonton Section of the Council of Jewish Women Prize

NIXON, Christopher W.	Economics

2.2 Recommended for the Dr. Geneva Misener Memorial Prize

Modern Languages: MASCHERIN, Meridee

3. HONORS EXECUTIVE

The Committee reports for information the present composition of its Executive (rotation of membership taking place in the spring and fall of the year):

Faculty

J. V. DeFelice, Drama
P. A. Robberecht, Comp. Lit.
O.F.G. Sitwell, Geography

Member-at-large:

J. A. Forbes, Art & Design

Ex officio:

R. M. Nielsen, Classics
(Chairman, Honors Committee)

S. R. Munro, Assistant Dean

Students

D. Fehr, English
T. McCallum, History

Member-at-large:

P. Doyle, Geography

4. REPORT OF THE AIMS AND PRINCIPLES SUBCOMMITTEE

The subcommittee was established in the spring of 1975, in response to the recommendation in the Report of the Academic Principles and Aims Committee "that the specific principles, aims, objectives and the practices governing [degrees other than the B.A. (General) and the B.A. (Special)] be examined by the respective administering sub-units in light of Part I [of the APAC Report] to see if and how well they are fulfilling their aims and the principles of the Faculty of Arts." The assignment has been completed, the subcommittee having prepared a "Statement of Principles for Arts Faculty Honors Programs," together with specific recommendations and accompanying rationales. The report was given a preliminary examination by the Honors Committee on April 8, 1976, the Honors Advisors having since taken it back to their respective departments for detailed consideration and comment.

ARTS FACULTY EXECUTIVE COMMITTEE REPORT: Meeting of April 27, 1976

1. Election Results [reported for information]

1.1 Student Representation on Arts Council

The Executive received on behalf of Council the names of two students duly elected from the Department of Political Science:

Susan Viola Au
Michael John Swanson.

1.2 Arts Faculty Representation on General Faculties Council

The following were elected by Faculty-wide ballot, their terms of office commencing July 1, 1976:

Elected for three-year terms

W. Eastman, Department of Philosophy
A. M. Munn, Department of Music
R. C. Smith, Department of Classics
E. H. Waugh, Department of Religious Studies

Elected for a two-year term

J. H. Terfloth, Department of Drama

Elected for a one-year term

T. M. S. Priestly, Department of Slavic Languages.

1.3 Executive Committee Replacement

Professor U. Trumpener of the Department of History was elected by Faculty-wide ballot to serve a one-year term commencing July 1, 1976 (replacing Professor G. Nettler of the Department of Sociology, who is going on sabbatical leave with one year of his three-year appointment remaining to be filled).

2. Student Appeal: Sherrin J. Pryce

Ms. Pryce was admitted to the Faculty in August 1973 with four advance credits from Concordia College, and with a relative matriculation deficiency in a language other than English. Now living in Victoria, B.C. and having completed 12½ courses toward the B.A. (General) degree, Ms. Pryce sought permission to take the remaining 2½ courses as a Visiting Student at the University of Victoria. The request was denied by the Student Program Office, on the grounds a) that Ms. Pryce had already completed a portion of her program elsewhere, b) that she was still deficient in a matriculation requirement for the Faculty of Arts, and c) that she was a marginal student and therefore ought to perform and firmly establish her graduating average on this campus. In an appeal against that decision, Ms. Pryce stated that "it would be a great inconvenience in the financial realm to return to Edmonton." She added that she did not wish to transfer to the 4-year Victoria program because she would then have to take an extra full-year 5-course load plus 2 additional courses (Ms. Pryce having completed 4 half-year theology courses at the U. of A., for which there is apparently no equivalent credit at the University of Victoria).

The Executive did not find in Ms. Pryce's appeal a good and sufficient reason for overruling the Student Program Office.

Appeal denied.

3. Grade of "3" in Prerequisite Courses [GFC referral]

The Executive received on behalf of Arts Council a memo dated March 9 from the Secretary of General Faculties Council, in which faculties and schools were asked to comment on the question:

> Where a grade of 3 is obtained in a prerequisite course, should the course be repeated (and with what grade) before proceeding to the senior course?

Arts Faculty having spoken to this issue on March 7, 1966, Dean Baldwin submitted to GFC the official Faculty position:

> THAT no course for which a grade of "3" has received credit shall be accepted as a prerequisite for any other course.

4. Degree Titles

In a memo dated March 3 Assistant Dean Munro expressed his concern that among the degree titles granted by the Faculty there was insufficient recognition of the Honors degree, and proposed that the parchment be inscribed: BACCALAUREI EXCELLENTIS IN ARTIBUS (or in some such distinctive fashion). The Executive considered the proposal with interest, but saw no pressing need to modify the existing degree title.

5. Request from Professor L. T. Fitz of the Department of English

In response to a request from Professor Fitz, the Dean has agreed:

> That members of the Faculty will be informed when there is a vacancy, either permanent or temporary, among the officers of the Faculty (Assistant or Associate Deans), and that this information will be made available before an appointment is made.

On behalf of Council, the Executive agreed:

> That the Dean's Office will prepare and distribute annually a list of all Faculty standing and *ad hoc* committees, giving the terms of reference of such committees, the names of chairmen and their terms of office, and the means by which members and chairmen are appointed.

6. Academic Plan #10 [reported for information]

Dean Baldwin has received a request from the University's Academic Development Committee for Faculty input to Academic Plan #10.

7. Minutes of Arts Executive Council Meeting of April 5, 1976

In accord with a practice approved by Council on October 30, 1972, the Executive considered and approved the Minutes of April 5.

SUPPLEMENTARY MATERIAL: ARTS FACULTY COUNCIL
MEETING OF MAY 12, 1976 [ref. agenda item 4]

COURSE AND CALENDAR CHANGE COMMITTEE REPORT

The following material has been examined by the Committee, and is recommended for Council's approval and inclusion in the 1977-78 Calendar. [Note: Where specified, it is proposed that some of the new courses be offered in 1976-77, although they will not appear in the Calendar until 1977-78.]

1. ANTHROPOLOGY

A. New Courses

319. World Prehistory. *3 (either term, 3-0)
A survey of the archaeological evidence for human cultural evolution.

345. Prehistory of Western and Central Europe. *3 (either term, 3-0)
A survey of the prehistory of Europe (excluding the areas of classical civilizations) from the Mesolithic through the Iron Age: ca. 10,000 to 400 B.C.

489. Faunal Analysis for Archaeologists. *6 (3-3)
Seminar and laboratory analysis of faunal remains from archaeological sites. Prerequisite: Consent of Department.

490. Human Osteology for Archaeologists. *3 (either term, 3-3)
Seminar and laboratory work on human osteology and prehistoric human skeletons. Prerequisite: Consent of Department. Note: Not open to medical students.

592. Current Problems in the Study of Fossil Hominidae. *3 (either term, 3-0)
Prerequisite: Anthr 390 or consent of the Department.

B. Course Changes

327. Change course description to read: The survival of indigenous and minority cultures in various societies. Anthropological perspectives on the relationship of race, class, culture, and politics to genocide, ethnocide, and the future of native peoples in the modern state. Prerequisite: An introductory course in social or cultural Anthropology or Sociology.

404. Change prerequisite to read: One of Anthr 309, 390, 391, 392, or consent of the Department.

435. Change prerequisite to read: Anthr 308, Ling 201/2, or consent of Department.

495. Change course title to read: Archaeological Methods.
Change course description (as underlined): "The application of archaeological theory and methods to field and ...."

2. CLASSICS

A. New Courses

Greek 311. Grammar. *3 (either term, 3-0)
A study of Greek grammar. Prerequisite: Greek 300 or equivalent. Note: Restricted to Honors students.

Latin 311. Grammar. *3 (either term, 3-0)
A study of Latin grammar. Prerequisite: Latin 300 or equivalent. Note: Restricted to Honors students.

B. Changes in Course Description

Greek 411. Delete corequisite: One of Greek 371-381 inclusive, and Note: Primarily for Honors students.
Change the word "writings" to "writing" in the course description.

Greek 479. Delete prerequisite or corequisite: Two of Greek 371-381, and Note: Formerly Greek 379.

Greek 480. Delete prerequisite or corequisite: Two of Greek 371-381, and Note: Formerly Greek 380.

Greek 537. Delete prerequisite: Greek 536.

Greek 547. Delete prerequisite: Greek 546.

Latin 411. Delete corequisite: One of Latin 361-370 inclusive, and Note: Primarily for Honors students.

3. EAST ASIAN STUDIES

A. New Courses

China 311. Modern Standard Chinese for Those Proficient in Other Dialects I. *3 (First Term, 3-1)
This course is designed for speakers proficient in one of the regional dialects of Chinese to gain fluency in the standard language. Prerequisite: Proficiency in any of the regional dialects of China.

China 312. Modern Standard Chinese for Those Proficient in Other Dialects II. *3 (Second Term, 3-1)
Continuation of China 311. Prerequisite: China 311.

EAST ASIAN STUDIES

A. New Courses (cont.)

China 341. Literary Chinese I. *3 (either term, 3-0) An introduction to the syntactic, lexical and stylistic forms used in classical Chinese. Prerequisite: China 302.

China 342. Literary Chinese II. *3 (either term, 3-0) A continuation of China 341. Prerequisite: China 341.

China 401. Advanced Modern Standard Chinese I. *3 (either term, 3-0) Equal emphasis on oral and written work in the modern colloquial medium. Prerequisite: China 301/302 or equivalent.

China 402. Advanced Modern Standard Chinese II. *3 (either term, 3-0) Continuation of China 401. Prerequisite: China 401.

Japan 303. Intermediate Japanese Language III. *3 (either term, 3-1) Selected readings on Japanese culture featuring a variety of calligraphic styles in colloquial and literary Japanese. Prerequisite: Japan 302 or equivalent.

Japan 304. Intermediate Japanese Language IV. *3 (either term, 3-1) Further selected readings in Japanese culture featuring a variety of calligraphic styles in colloquial and literary Japanese. Prerequisite: Japan 303 or equivalent.

Japan 401. Advanced Japanese Language I. *3 (either term, 3-0) Selected readings on Japan. Prerequisite: Japan 304 or equivalent.

Japan 402. Advanced Japanese Language II. *3 (either term, 3-0) Further selected readings on Japan. Prerequisite: Japan 401 or equivalent.

Japan 403. Advanced Japanese Language III. *3 (either term, 3-0) Prerequisite: Japan 402 or equivalent.

Japan 404. Advanced Japanese Language IV. *3 (either term, 3-0) Prerequisite: Japan 403 or equivalent.

N.B. It is proposed that the new Chinese and Japanese language courses be offered in 1976-77, as the need arises (although they will not appear in the Calendar until 1977-78).

B. Course Changes

China 301. Change course title to read: Intermediate Modern Standard Chinese I.

China 302. Change course title to read: Intermediate Modern Standard Chinese II.

EAST ASIAN STUDIES

B. Course Changes (cont.)

Japan 101. Change term to "either term."
Delete prerequisite: Consent of instructor.
Delete "Note."
Add course description: This course is designed primarily for students whose first language is not Japanese. It introduces the student to speaking, listening, and writing Japanese.

Japan 102. Change term to "either term."
Delete from prerequisite "or consent of instructor."
Delete "Note."
Add course description: A continuation of introductory Japanese with further emphasis on speaking, listening, and writing.

Japan 301. Change term to "either term."
Change prerequisite to read: Japan 102.
Add course description: Emphasis on colloquial Japanese conversation and informal composition.

Japan 302. Change term to "either term."
Delete from prerequisite "or consent of instructor."
Add course description: Further emphasis on colloquial Japanese conversation and composition.

Japan 321. Change term to "either term."
Change course description to read: Selected readings in English of Japanese literature to 1868.

Japan 322. Change term to "either term."
Change course description to read: Selected readings in English of Japanese literature since 1868.

C. Statement re: Program of Study [Calendar addition]

43.1.4 THE DEGREE OF B.A. (SPECIAL) IN EAST ASIAN STUDIES

This is a four-year (twenty full-session courses) program under the B.A. (Special) degree category (see 43.1.3). It differs in that the student is required to have three subjects of concentration: East Asian Studies (eight full-session courses), a second discipline (five to eight full-session courses), and a third discipline (three to five full-session courses). Overlap is, however, permitted between East Asian Studies and the second or third concentration. In addition, at least two years of an East Asian language is required. Guidance in the selection of courses is provided by the Chairman, East Asian Studies, c/o Department of History.

Note: It is proposed that the existing Calendar entries 43.1.4-43.1.7 be renumbered 43.1.5-43.1.8.

EAST ASIAN STUDIES (cont.)

D. Statements re: Concentration [Calendar addition, the specific section numbers to be determined later]

CONCENTRATION IN CHINESE LANGUAGE

Any combination of Chinese language courses will be accepted by the Faculty of Arts as a subject of concentration in the B.A. (General) program provided that the requirement for a minimum of three full-session courses is met, and the maximum not exceeded, and that prerequisite requirements are fulfilled.

CONCENTRATION IN JAPANESE LANGUAGE

Any combination of Japanese language courses (same as Chinese language concentration noted above).

4. EAST EUROPEAN AND SOVIET STUDIES

INT D 346. Introduction to Eastern Europe and the Soviet Union.

INT D 446. Eastern Europe: A Travel-Study Course.

INT D 546. East European and Soviet Studies.

The Committee recommends acceptance of a proposal from the Division of East European and Soviet Studies that these courses be listed in a separate section of the Calendar under the rubric "East European and Soviet Studies" (the specific section number to be determined later).

5. ENGLISH

A. Change in Course from the 400- to the 300-level

Delete existing 460 (Studies in Victorian Prose of Thought) and substitute:

372. Studies in Victorian Prose of Thought. *6 (3-0)
Representative works by Burke, Carlyle, J. S. Mill, Newman, Arnold, Ruskin, Huxley, Butler and Morris. Note: Not to be taken by students having credit in English 460.

B. Reinstatement of Full-Year Course (for the Faculty of Education Calendar only)

398. Children's Literature. *6 (3-0)
A historical and critical study of world literature from antiquity to the present. It includes books written especially for children and books annexed from general literature by children and young people. The course is divided into two parts: a study of myth and folklore belonging to various cultural traditions and a study of works in English by known authors. Prerequisite: English 200, 210, or 290, or any two single-term courses in English. This course is limited to B.Ed. students. Note: Not to be taken by students having credit in English 305 or 306.

ENGLISH (cont.)

C. Change in "Note" re: English 305/306 (Faculty of Education Calendar)

Delete: "Note: Formerly part of English 398."
Substitute: "Note: Not to be taken by students having credit in English 398."

6. GERMANIC LANGUAGES

A. New Courses

311. Advanced Reading German for the Humanities and Social Sciences. *6 (3-0)
Reading of advanced texts, supplemented by a systematic discussion of difficult grammatical points. Prerequisite: German 30, or German 100 or 101, or 211, or consent of the Department. Note: Not a prerequisite for senior German courses.

406. Introduction to German Linguistics *3 (First Term, 3-0)
Runes, discussion of major features of several Germanic languages. Prerequisite: German 200 or 201, or consent of the Department. Note: Formerly part of German 405.

407. History of New High German. *3 (Second Term, 3-0)
Origin and development of modern standard German. Prerequisite: German 200 or 201, or consent of the Department. Note: Formerly part of German 405.

411. Middle High German Language. *3 (First Term, 3-0)
An introduction to the grammar of Middle High German. Prerequisites: German 301 and 330 or 350, or consent of the Department. Note: Formerly part of German 410.

412. Middle High German Literature. *3 (Second Term, 3-0)
An introduction to selected literary texts of classical Middle High German. Prerequisite: German 411, or consent of the Department. Note: Formerly part of German 410.

421. Medieval German Literature *3 (First Term, 3-0)
An introduction to the background and literature of the German Middle Ages (770-1500), with analysis of representative texts in modern German translation. Prerequisites: German 301 and 330 or 350, or consent of the Department. Note: Formerly part of German 420.

422. Renaissance, Reformation and Baroque German Literature. *3 (Second Term, 3-0)
An introduction to the literature of the 16th and 17th centuries, with analysis of selected works. Prerequisites: German 301 and 330 or 350, or consent of the Department. Note: Formerly part of German 420.

456. Contemporary German Prose. *3 (First Term, 3-0)
An analysis and interpretation of selected novels and short stories since 1945, along with a discussion of the theory of the novel. Prerequisites: German 301 and 330 or 350, or consent of the Department. Note: Formerly part of German 455.

GERMANIC LANGUAGES

A. New Courses (cont.)

457. Contemporary German Drama. *3 (Second Term, 3-0) An analysis and interpretation of selected dramas and radio plays since 1945, along with a discussion of the theory of the modern drama. Prerequisites: German 301 and 330 or 350, or consent of the Department. Note: Formerly part of German 455.

520. Cultural and Political Topics in German Literature. *3 (either term, 3-0) or *6 (3-0)

Note: It is proposed that German 520 be offered in 1976-77 (although it will not appear in the Calendar until 1977-78).

B. Courses Cancelled

405. Germanic Philology.
[Replaced by 406 & 407, as noted under A. above.]

410. Middle High German Language and Literature
[Replaced by 411 & 412, as noted under A. above.]

420. German Literature to 1700.
[Replaced by 421 & 422, as noted under A. above.]

455. Contemporary German Literature
[Replaced by 456 & 457, as noted under A. above.]

C. Course Change

211. Change in prerequisite (as underlined): "Not a prerequisite for senior German courses except German 311 ...."

7. HISTORY

A. New Courses

206. Introduction to the History of Women. *3 (either term, 3-0) This course is an introduction to the study of woman's history. It will examine the position of women in western societies from the Middle Ages to the Twentieth Century. Note: Formerly a section of History 204.

338. History of the Byzantine Empire. *3 (either term, 3-0)

342. History of the Holy Roman Empire. *3 (either term, 3-0) The rise and decline of the Holy Roman Empire from Charlemagne to its fall in 1806. Note: Formerly part of History 322.

343. Germany Since Frederick the Great. *3 (either term, 3-0) A survey of modern German history from Frederick the Great [1740] to the defeat of Hitler in 1945. Note: Formerly part of History 322.

HISTORY

A. New Courses (cont.)

345. Early Modern Intellectual History of Western Europe
*3 (either term, 3-0)
The main currents of Western thought from the late Renaissance to the Napoleonic era.

378. History of Canada from Confederation to the First World War. *3 (either term, 3-0)

410. Introduction to Theoretical History. *3 (either term, 3-0)
Analysis of modern schools of theoretical history since Vico [early Enlightenment].

B. Course Cancelled

322. Germany Since 1648.
[Replaced by History 342 & 343, as noted in A. above.]

C. Course Changes

371. Add prerequisite: History 278.

372. Add prerequisite: History 279.

376. Change title to read: History of Canada Since 1914.

406. Change weight & hours to read: *3 (either term, 3-0).

479. Change in prerequisite: delete "378/379 or."

8. HOME ECONOMICS [reported for information]

Foods and Nutrition 222. Current Topics in Human Nutrition and Foods.

A request from the Faculty of Home Economics that this course be included in the 1977-78 and subsequent Arts Calendars was not supported by the Committee (the listings in the Arts Calendar being confined to Arts and Science courses).

9. MUSIC

New Courses

200. Rudiments of Music. *3 (either term, 3-0)
A study of musical notation including pitches, key signatures, scales, intervals, chords, meter and rhythm. Note: Not open to B. Mus. students.

313. History of Jazz. *3 (either term, 3-0)
An historical survey of the main evolutionary trends in jazz through analysis of distinctive jazz styles and listening to recorded examples. Prerequisite: Satisfactory completion of the Department of Music Theory Placement Examination or equivalent.

MUSIC

New Courses (cont.)

328. Piano Accompaniment *3 (2L)
Prerequisites: Music 225 and consent of the Department.
Note: A single term course offered over the full session.

673. Special Projects in String Performance. *6 (2-3)
Note: Restricted to Doctor of Music students.

675. Special Projects in Keyboard Music. *6 (2-0)
Note: Restricted to Doctor of Music students.

679. Special Projects in Chamber Music. *3 (2L)
Note: A single term course offered over the full session. Restricted to Doctor of Music students.

683. Seminar in Literature of the Piano I. *3 (First Term, 3-0)
Note: Restricted to Doctor of Music students.

684. Seminar in Literature of the Piano II. *3 (Second Term, 3-0)
Note: Restricted to Doctor of Music students.

685. Seminar in Literature of the Harpsichord I. *3 (First Term, 3-0)
Note: Restricted to Doctor of Music students.

686. Seminar in Literature of the Harpsichord II. *3 (Second Term, 3-0)
Note: Restricted to Doctor of Music students.

687. Seminar in Literature of Stringed Instruments I. *3 (First Term, 3-0)
Note: Restricted to Doctor of Music students.

688. Seminar in Literature of Stringed Instruments II. *3 (Second Term, 3-0)
Note: Restricted to Doctor of Music students.

690. Composition in Traditional Styles. *3 (either term, 3-0)
Note: Restricted to Doctor of Music students.

691. Composition in Contemporary Styles. *3 (either term, 3-0)
Note: Restricted to Doctor of Music students.

692. Seminar in Musical Analysis I. *3 (First Term, 3-0)
Note: Restricted to Doctor of Music students.

693. Seminar in Musical Analysis II. *3 (Second Term, 3-0)
Note: Restricted to Doctor of Music students.

Note: It is proposed that the 600-level Music courses be offered in 1976-77, should there be a suitable candidate (although these courses will not appear in the Calendar until 1977-78).

10. PHILOSOPHY

New Courses

383. Philosophy of Law. *3 (either term, 3-0)
A philosophical examination of the foundations of law as a system of human enquiry. Comparison and contrast between legal reasoning and non-legal reasoning; analytic comparison of legal concepts with the concepts of other enquiries. Prerequisite: Phil. 240, or 230 and 239, or consent of the Department.

483. Topics in Philosophy of Law. *3 (either term, 3-0)
Prerequisite: Phil. 383 or consent of the Department.

11. POLITICAL SCIENCE

A. New Courses

IN ST 466. Principles of International Humanitarian Law.
*3 (either term, 3-0)
Historical background; humanitarian intervention; human rights; law of war; international criminal law.
Prerequisite: Consent of Faculty of Law or Department of Political Science.

POL S 526. Selected Topics in Urban Politics. *3 (either term, 3-0)

527. Canadian Public Policy. *3 (either term, 3-0)

554. Comparative Party and Group Politics. *3 (either term, 3-0)

555. Territorial Organization in Nation States. *3 (either term, 3-0)

571. Political Development: Selected Topics. *3 (either term, 3-0)

578. Asian Systems. *3 (either term, 3-0)

580. Western European Systems. *3 (either term, 3-0)

581. Anglo-American Systems. *3 (either term, 3-0)

608. Advanced Study in Comparative Politics. *3 (either term, 3-0)

Note: It is proposed that In St 466 be offered in 1976-77 (although it will not appear in the Calendar until 1977-78).

B. Courses Cancelled

504. Conceptual Development in Political Science.

542. Local Politics in the Soviet Union.

POLITICAL SCIENCE

B. Courses Cancelled (cont.)

680. Western European Government and Politics.
[Replaced by 580, as noted under A. above]

689. Readings in Western European Government and Politics.

694. Advanced Topics in the Study of Political Attitudes.

698. Readings in Political Psychology.

Note: INT D 546 will be deleted from the Pol. Sc. section of the Calendar (in light of the recommendation in section 4 of the Report).

C. Course Changes

Change in Course Restriction

322. Remove from the special restriction Pol. Sc. 200 & 324, so that it reads: "Not open to students who are taking or have taken Political Science 323."

Changes in Course Title

The new titles are listed below and, where applicable, changes in weight and/or course description have also been noted.

501. Comparative Institutions and Processes. *3 (either term, 3-0)
[Delete course description]

510. Advanced Study of Political Thought.
[Delete course description]

511. Topics in Normative Analysis.

521. Canadian Government and Politics.

546. Seminar in Soviet Government.
[Delete course description]

553. Comparative Political Activism.

564. Conflict Resolution and Strategic Studies.

570. Political Development: Theory. *3 (either term, 3-0)

620. Topics in Canadian Government and Politics.

660. International Politics.

663. Problems of International Organization.

668. Readings in International Studies.

690. Research Practicum in Political Behaviour and Psychology.
*3 (either term, 3-0)
Prerequisite or corequisite: Pol. Sc. 592 or 593.

POLITICAL SCIENCE

Changes in Course Title (cont.)

695. Advanced Topics in Political Behaviour and Psychology.
*3 (either term, 3-0)
Prerequisite or corequisite: Pol. Sc. 592 or 593.

699. Readings in Political Behaviour and Psychology.

12. PSYCHOLOGY

New Course

354. Perceptual Development in Infants and Children. *3 (either term, 3-0)
The development of the ability to extract information from the environment. Early stimulation, attention, and concept formation in preverbal and primary-school-age children.
Prerequisite: Psychology 260 or consent of the instructor.

13. RELIGIOUS STUDIES

43.18.1 HONORS IN RELIGIOUS STUDIES [Calendar addition]

The Department of Religious Studies offers a program leading to the B.A. with Honors. Students must complete a minimum of 10 full courses in Religious Studies with at least 2 drawn from each of the following areas: Thematic and Methodological Studies, Eastern Religions, and Western Religions. Religion 200 or equivalent and one 400-level full-year course are required of all candidates. Under certain conditions, students may substitute up to 2 full-year courses of the required 10 with language courses related to their area of concentration. Every candidate for Honors in Religious Studies must satisfy the Department of his ability in sight translation from a language other than English, chosen in consultation with the Department Advisor. It is suggested that students fulfill all requirements for a general B.A. and maintain a strong minor for alternate career choices. All programs must be approved by the Department Advisor before registration. For further information please contact the Department of Religious Studies.

Note: i) The new program was approved by Arts Faculty Honors Committee on April 8, 1976, the sponsoring department having expressed the hope that the program will be operational by the fall of 1976.

ii) It is proposed that the existing section 43.18.1 (CONCENTRATION IN RELIGIOUS STUDIES) be renumbered 43.18.2.

14. ROMANCE LANGUAGES

A. New Courses

Ital 501. Bibliography and Thesis Style. *1 (either term, 2-0)
Note: Formerly Ital 690.

R Lin 380. The Structure of Spanish. *3 (either term, 3-0)
An introduction to the phonology and syntax of Spanish with a brief consideration of its relationship to other Romance languages.

R Lin 395. Introduction to the Romance Languages. *3 (either term, 3-0)
The modern Romance languages, their structure and interrelationships.

R Lin 505. Honors Seminar in Romance Literatures. *3 (either term, 3-0) or *6 (3-0)
Prerequisites: Honors standing in Romance Languages. Ability to follow lectures, discuss, and write assignments in more than one Romance language.

Note: It is proposed that 505 be inserted in the Calendar under the heading "ROMANCE LITERATURES" and that it be assigned section no. 44.34 (the existing statements under sections 44.34 - 44.36 renumbered 44.35 - 44.37 respectively).

B. Courses Cancelled

Ital 690. Bibliography and Thesis Style.
[Replaced by 501, as noted in A. above.]

R Lin 203. & R Lin 204. Introduction to the Structure of Contemporary French, Spanish and Italian.
[Replaced by 395, as noted in A. above.]

R Lin 381. Romance Phonology: Spanish.
[Replaced by 380, as noted in A. above.]

Note: The existing statement 44.33.1 (JUNIOR COURSES) having been eliminated by virtue of the cancellation of R Lin 203/204, it is proposed that the sequence 44.33.2 (SENIOR COURSES) and 44.33.3 (HONORS & GRADUATE COURSES) be renumbered 44.33.1 and 44.33.2 respectively.

C. Course Changes

Fren 512. Change course number to 409. Add: Note: Formerly Fren 512. [Title and prerequisite remain unchanged.]

Ital 100. Add: Note: This course is not open to students having some previous knowledge of Italian or any of its dialects. See Italian 200.

ROMANCE LANGUAGES

Course Changes (cont.)

Ital 330.	Correct description to read: From Boccaccio's Decameron to Pirandello's Novelle per un anno. Prerequisite: Ital 200 or 300; or corequisite: Ital 300. [Title remains unchanged.]
Ital 580.	Correct title to read: The Literature of "Trattati d'Arte."
R Lin 372.	Change title and description to read: French Phonetics. An introduction to French phonetics focusing on the recognition and elimination of pronunciation difficulties for English speakers. Francophone students require permission to take this course.
R Lin 373.	Change title to read: French Phonology. Add: Prerequisite: R Lin 372, or consent of Department.
R Lin 400.	Change weight to read: *6 (3-0)

Span 315, 320, 350, 355. Change term to read: *3 (either term, 3-0)

D. Addendum

Insert the following note at the end of the listings for French and French-Canadian, Hispanic Languages and Literatures and Italian: For additional courses related to (French and French-Canadian, Hispanic Languages, Italian), see Romance Linguistics in 44.33 and Romance Literatures in 44.34.

5. SLAVIC LANGUAGES

Course Changes

Russ 210.	Change title and description to read: Reading Russian. An introduction to the grammar and vocabulary of Russian essential for the comprehension of original texts in the Natural Sciences, Social Sciences or Humanities. Note: Not accepted to meet the requirements in the principal area of concentration, or the second area of concentration, if the principal area is Russian.
Russ 311.	Change title to read: Advanced Reading Russian I.
Russ 312.	Change title to read: Advanced Reading Russian II. Delete from the description: "scientific."
Slav 501.	Change weight and hours to read: *2 (First Term, 2-0)

16. SOCIOLOGY

A. New Courses

357. The Demography of Marriage and Family. *3 (either term, 3-1) Review and analysis of the demographic interrelationships of fertility, mortality and migration with marriage and the family; a cross-cultural review of historical trends, contemporary patterns and future implications; emphasis on statistical measurement, family planning and policy in the Canadian setting. Prerequisite: Soc 371.

473. Sociology of Death and Dying. *3 (either term, 3-0) Comparative examination of death and dying in socio-cultural contexts. Theoretical and methodological issues. Prerequisite: Soc 341 or 361 or 375.

Int D 475. The Family in Socio-Historical Perspective. *3 (either term, 3-0) Comparative study of the family in socio-historical context with emphasis on North American and European family systems. Critical examination of contemporary sociological family theory in relation to historical data. Issues in socio-historical research methods of family study. Prerequisite: Soc 371 or equivalent.

Soc 475. Advanced Social Gerontology. *3 (either term, 3-0) In-depth examination of theoretical approaches, methodological issues and empirical evidence in the study of aging and the aged. Emphasis on cross-cultural comparison. Prerequisite: Soc 375.

566. Seminar in Formal and Complex Organization. *3 (either term, 3S)

670. Seminar in Advanced Topics in Family Theory and Research. *3 (either term, 3S)

B. Course Changes

327. Change title and description to read: Criminal Justice Administration. The evolution and evaluation of the theories of punishment; the law, the police and the courts; penal and reformatory institutions; probation and parole; experiments in reform and rehabilitation. Prerequisite: Soc 325.

362. Change course number to 461. Add note: Not to be taken by students having credit in 362. [Title and description remain unchanged.]

375. Change description to read: Aging as a socio-cultural phenomenon. Includes aging in relation to the self-concept, family, religion, politics, health, retirement and leisure, housing, attitudes toward death, with particular emphasis on North American society.

SOCIOLOGY

Course Changes (cont.)

565. Change title to read: Seminar in Work.

Respectfully submitted,

J. V. DeFelice

L. C. Green

R. Gruhn-Bryan

R. J. Middleditch

E. Reinhold (Chairman)

A. M. Small.

March 16, 1976

REPORT OF THE ARTS FACULTY CURRICULUM COMMITTEE

The Curriculum Committee has had a number of items of business this year, both as referred to us by the faculty and as initiated by individual members. The major on-going concerns are the designing of interdisciplinary and multidisciplinary courses as recommended in the APAC reports, and the proposal for the institution of some student-initiated courses in the faculty.

Other recommendations which the committee wants to bring forward to Council are as follows:

1. Modification in the requirement for a second science course

At a meeting of Arts Faculty Executive Council of December 12, 1975, the committee was asked to reconsider its motion, passed by Council on March 3, 1975, on the modification of the requirement for a second science course in the B.A. program. After some consideration, the committee has prepared the following statement to support and reaffirm the original motion.

The Curriculum Committee met on January 16 to reassess its recommendations to Arts Executive Council regarding the science requirement for the B.A. (General) and B.A. (Special) degrees. The committee both considered its general principles concerning the science requirement and reviewed the specific contentions about the new requirement which were expressed by members of Council at its meeting of December 12. On the basis of this review, the committee members concluded that they wished to reaffirm most strongly their recommendations. The rationale for their position is the following:

The Academic Principles and Aims Committee has recently reaffirmed the principle that a liberal arts education should include the study of the natural sciences (Report #1, page 2). It also affirmed, and Council concurred, that one of the aims of the B.A. (General) and B.A. (Special) should be "to assist the individual...to learn as many methods of enquiry as possible" (Report #1, page 10). So much suggests the advisability of retaining the requirement of a course in the natural sciences.

While the laboratory approach is the best means of exposing students to science, there are also other valid approaches to studying science and its methodology; students can benefit from contact with these approaches in addition to the laboratory approach, as the APAC objective cited above recognizes.

However, the Curriculum Committee felt that the degree of compulsion associated with the former second science requirement should be reduced by allowing students to satisfy it in a fashion more meaningful to them than was previously possible. Many of the science courses which students have taken in the past to satisfy the second science requirement have dealt primarily with the knowledge produced by science, but not with the methods by which that knowledge was developed. The result of this tendency was that the second science course did not promote the goal set out by APAC that students come to understand methods of enquiry.

Acting on these assumptions, our committee recommended last year and still recommends that the former second science requirement be replaced with the requirement:

> that Arts students be required to take a second natural science course; or a course in the philosophy of logic, epistemology, philosophy of science, or history of science; or a course [in the social sciences] which focuses primarily on scientific methodology.

There has been only one substantive change in the committee's thinking since the recommendation was passed by Council, and that was that the restrictive phrase "in the social sciences" should be deleted, in recognition of the fact that courses in the humanities or conceivably the fine arts might well satisfy the criteria for this requirement as well as those in the social sciences.

It is our view that this requirement more adequately meets the purposes of the Faculty of Arts as set out in the APAC report than does the former requirement, in that it increases the likelihood that students will be exposed to courses whose primary emphasis is the procedures by which the systematic enquiry may be pursued and knowledge gained.

The Curriculum Committee took note of and rejected a number of objections to its recommendation which were raised at the December 12 Executive Council meeting. The first objection was that "the liberalization of the second science had diminished its value (in terms of the original natural science requirement)." The committee members felt that the new requirement should not be viewed as a "liberalization" or "weakening" of the former science requirement. To the contrary, the Arts courses which will be applied to satisfy this requirement may very well be substantially more rigorous than many of the courses which were applied to satisfy the former requirement. Moreover, the new requirement is not a variation on the old theme, but rather a distinctly different proposition altogether. The second science requirement in the past tended to emphasize applications over method. The new requirement emphasizes method, consistent, as has been noted above, with the responsibility that the faculty has to expose its students to various methods of enquiry. The new requirement is not a weakening; it is an attempt to make our programs more relevant to the students' need to understand how scientific enquiry proceeds.

It was also contended that "a very large percentage of courses within the Faculty are 'scientific courses' in the sense of the criterion employed by the Curriculum Committee." This argument is factually incorrect. The Curriculum Committee has only been able to identify a relatively small number of such courses--even after soliciting suggestions from department chairmen--for the simple reason that the criterion established is quite restrictive. To be eligible, a course must primarily focus on methodology, on the systematic means by which knowledge is pursued, rather than on the output or product of that methodology. Courses emphasizing technique, such as operating a computer, are not acceptable. Thus, the view that to permit courses in the humanities to be accepted as satisfying the new requirement would be "to open the floodgates" is not borne out by the Curriculum Committee's experience to date with the new requirement. Since there are humanities courses which focus on methodology, refusing to amend the requirement to include humanities courses seems illogical. There is no valid reason for excluding a course which focuses on systematic methods of enquiry simply because it falls in one administrative division of the faculty rather than another.

Finally, it was contended that "decisions regarding the acceptability of these courses involved arbitrary decisions." The committee rejects this assertion. Given the APAC recommendations, the former requirement could be considered arbitrary as it left no room for discretionary consideration of courses offered in this faculty. The only permissible courses were those which happened to be offered by the Faculty of Science and all of the courses offered, however possibly inappropriate they were to the rationale of our science requirement, were accepted as permissible.

Certainly there will be borderline cases which call for the use of good judgement. The Curriculum Committee feels that it can exercise this judgement effectively, particularly because it consults with the department chairmen and, if necessary, individual instructors, before reaching its decision.

The question arose in the Executive Council discussion of the appropriate number of science courses for our students to take. The Curriculum Committee can only repeat its view that science--broadly interpreted to include systematic methods of knowing--deserves a two-course requirement. The committee reached this conclusion after consultation with members of the Faculty of Science and after considering the importance which its members felt the APAC report gave to the science and methodology components of a liberal arts education.

We hope that this statement satisfactorily presents the rationale underlying the Curriculum Committee recommendation concerning the replacing of the former second science requirement.

The committee would therefore like to move again the amendment tabled at Council's meeting of December 12:

> THAT Council approve the deletion of the phrase "in the social sciences" from the motion passed by Council on March 3, 1975.

2. Limitation on junior courses in the subject of concentration

The committee noted that under present regulations it is possible for a student transferring from other institutions to apply a number of junior-level courses to satisfy our requirements for a subject of concentration, and agreed that there should be some requirement for senior-level courses in the subject of concentration. Although the issue does not often arise with our own students, since many departments offer only a few mutually exclusive junior courses, it is still possible for a B.A. student who opts for the minimum to satisfy the requirement for the principal subject of concentration by two 200-level courses and a single senior course. The committee agreed that such a selection was so minimal as hardly to deserve the term "concentration" at all, and proposed to introduce limitations on the junior course component.

Consultation with department chairmen showed that most were in favour of strengthening the requirement in the way we proposed, though in certain departments, for instance some language departments, the new regulation would pose particular problems. These objections were noted and so far as possible taken into account in the wording of the motion as passed by the committee on February 6, 1976:

> THAT the regulations for the B.A. (General) be changed to read that at least two full-year equivalents required to satisfy the primary subject of concentration be senior-level courses; and that the regulations for the B.A. (Special) be changed to read that at least four full-year equivalents required to satisfy the primary subject of concentration be senior-level courses.

It would still of course be possible for a student to take more than one junior-level course in his subject of concentration, but only one could count towards satisfying the subject of concentration requirements.

3. Subjects of concentration in the B.A. after another degree

In the spring of 1974 Arts Faculty Council, on recommendation from the Curriculum Committee, approved a revision in the program for the B.A. After Another Degree. The new "B.A. After" programs require "a principal subject of concentration in an Arts subject. This must not be in the same subject as the principal subject of concentration in the first degree." This regulation was intended to preclude the student's bringing to the B.A. After concentration a random assortment of general interest courses from the first degree, and to ensure that the concentration in the second degree would be derived from the student's most recent work on campus. However, in some cases this ruling can prevent students from pursuing legitimate academic and vocational goals, and, in the case of students from the B.Ed. program, from extending knowledge in what may be a teaching specialization. On the grounds that those who choose to take a second bachelor's degree are generally dedicated students, the committee passed this motion:

> THAT we delete from the B.A. After programs the requirement that the primary subject of concentration must not be the same as the primary subject of concentration in the first degree.

4. Reading courses

In the course of considering ways in which the offerings of the faculty may be structured more flexibly to meet the needs of individual students, the Curriculum Committee has noted that a number of departments of the faculty offer reading courses at the undergraduate level. The members of the committee strongly endorse this device as being particularly suited to the needs of some of the best of our advanced students--those whose interests have developed a degree of definition and specialization which our regular offerings sometimes cannot adequately serve.

The members of the committee feel that, insofar as teaching loads permit, undergraduate reading courses should be more extensively available.

To this end, the Committee urges that those departments which do not now offer such courses consider adding them to their calendar offerings.

In addition, to increase students' awareness of the opportunities afforded by reading courses, the committee recommends that Arts Council approve the following addition to the Calendar:

> "A number of the departments of the faculty offer senior-level reading courses which may be designed to fit the particular interests of advanced students who would like to examine topics not covered in the departments' other courses. Students who wish to pursue such topics are encouraged to seek assistance in arranging a reading course through the chairman and interested faculty members of the department."

Respectfully submitted,

W. A. Blanchard

N. E. Bonvalet

G. Dacks

C. G. Hickey

J. S. McMaster (Chairman)

M. Sasonkin

R. A. Shiner

A. Thimme.

Faculty of Arts

Final Report of Ad Hoc Committee for Reconciliation of Disputed Grades

Background

The Committee began its deliberations from the point where the Executive Council left off on May 13, 1975. The Council on that date approved three statements of principle drawn from the first section of the Executive Committee report submitted to Council at that time on matters affecting reconciliation of disputed grades within a Department. The statements approved were as follows:

(1) Since under our system the instructor is incontestably in the best position to assess the performance of his students, the grade specified by him will, in the great majority of cases, be the grade that is finally assigned.

(2) The department, through the department chairman, is the custodian of acceptable standards and grading practices within the department.

(3) In the case of dispute, an instructor is expected to co-operate in departmental and Faculty efforts to establish results acceptable to the Faculty.

From this point, the Committee first set out to satisfy itself that a Faculty Council does in fact bear the ultimate authority and responsibility for fixing standards and supervising their attainment for students in all courses and programs falling under Council's jurisdiction. In checking with the Dean, and with the University solicitor through the Dean, the Committee was satisfied that, at the present moment and in the absence of a successful challenge in the courts to the contrary, a Faculty Council does appear to possess such powers under the present University Act (letter from University solicitor dated October 6, 1975).

Moreover, when asked by the Dean of Arts on behalf of Arts Faculty Council "for guidance on the policies and procedures involved in a Council's exercise of its authority to establish grades when these are in dispute," the Executive Committee of General Faculties Council at its meeting of March 3, 1975 was of the opinion "... that this being a matter with which the Faculty was empowered to deal, the Executive was being asked for advice and it need not go to General Faculties Council," and also that "... it was not desirable to impose uniform procedures on all faculties and schools where different considerations might apply" (letter to Dean Baldwin dated March 5, 1975). Accordingly, the Executive Committee of G.F.C. at the same meeting passed a motion advising Dean Baldwin "... that the procedures outlined in his position paper with regard to the reconciliation of departmentally disputed grades within the Faculty of Arts were considered acceptable."

In the light of these developments, the Committee felt secure in proceeding on the assumption that Arts Faculty Council holds full responsibility for enunciating its own standards of attainment, and for establishing and supervising the general manner in which student attainment in courses and programs under Council's jurisdiction is to be judged in relation to such standards. As to the general manner in which student attainment in a particular course is to be judged against requirements, Arts Faculty Executive Council has already affirmed its position that "the instructor is incontestably in the best position to assess the performance of his students," and that therefore it is the instructor's grade that should stand as the official grade for the course "in the great majority of cases." Thus this Committee sees as its only responsibility that of suggesting procedures that will help to define and to deal with those cases that appear to be "exceptional." The appearance of exceptionality is here defined as a set of grades for a course where the instructor insists that the grades should stand, but where the department Chairman in the first instance, and the Dean of the Faculty in the second instance, have reason to believe that some part or all of the set falls outside acceptable bounds of variation when viewed in the wider perspective of course requirements and evaluation standards widely evident throughout the rest of the department or of the Faculty.

Thus the essence of exceptionality in the academic evaluation of student performance is here seen as an extreme of divergence from observable evidence and experience throughout the rest of the department and Faculty, rather than an extreme of divergence from any specified or predetermined norm for the course, or for courses generally. Because of their ready access to grading results over a wider spectrum of courses, it is recommended below that the department Chairman in the first instance, and the Dean in the second instance, be the officials first charged with the ongoing responsibility, on behalf of Council, of isolating and seeking a fuller explanation of apparent extremes in the assignment of grades which stand as an index of academic performance by students. If, after discussion with the instructor involved, the Chairman or Dean is not satisfied that any atypical variation in the grades assigned by the instructor relative to other courses could reasonably have been ascribed to unusual circumstances other than an extreme of standards or requirements imposed by the instructor in relation to wider practice, then the Chairman, and the Dean following the Chairman, may refuse to sign or make official the set of grades in dispute; or may sign on a conditional basis only, noting officially that the recorded results are now to be subject to special review procedures. Such review procedures will consist of a fuller examination by a special review committee of all circumstances impinging on the assignment of grades in the course under investigation within the wider context of departmental and faculty practice as a whole.

Recommendations

Based on the general outline above, the following specific principles and procedures are recommended to Council for explicit approval in addition to the three statements approved earlier and referred to above:

1. In the event that a Chairman is unwilling to sign and make official the grades for a course as finally submitted by an instructor following mutual explanation of positions, then the Dean, acting on behalf of Council as the final custodian of acceptable standards and grading practices across the Faculty, will examine the positions of both parties and decide whether the action of the Chairman appears justified

on the basis of the evidence available to this point, and on the basis of any wider information pertaining to results and experience throughout the Faculty. If the Chairman's action does not appear justified in this wider context, then the Dean will sign and thus make official the grade sheets as submitted by the instructor.

2. If the Dean is of the opinion that the reservations expressed by the Chairman justify a fuller review of grade assignments for the course, then the dispute will be referred to a special ad hoc committee appointed for the purpose of reviewing and reporting on the original assignment of grades in the course, and for making a final determination of the grades to be assigned and made official for the course--subject to final ratification by the Dean on behalf of Council.

3. The special ad hoc review committee will consist of three persons appointed by the Dean in the following manner: one member from within the department or in a related discipline from another department within the Faculty and who is acceptable to the Chairman of the department involved; one member from within the department or in a related discipline from another department within the Faculty and who is acceptable to the instructor involved; a third member from outside the department and who will be designated Chairman of the review committee.

4. The review committee shall have full powers of inquiry into all procedures and materials entering into the instructor's assignment of final grades in the course in question, and both the instructor and department chairman will be expected to make available

to the committee all such materials and information pertaining to grading practices and experience as may be requested by the committee for its purposes.

5. The review committee will be expected to carry out its own assessment of the levels of challenge and of student achievement evidenced in the term assignment and examination materials for the course in relation to the grades assigned by the instructor, and also to examine the assigned grades in relation to examination and grading practices and experience in other courses across the department and faculty.

6. Where, in the opinion of the committee following its investigation, some or all of the grades in dispute fall outside the bounds of an acceptable standard for the faculty, the committee may exercise the powers of Council to establish a new set of results, subject to final ratification by the Dean. Such action may seem necessary where, for instance, it is apparent that immediate hardships will be worked on a student or students if the original grades are declared official. Alternatively, the committee in the same circumstances may choose for practical reasons (for example, insufficiency of written materials for evaluation, lapse of time required for the investigation) to let the original grades stand on the official record, but instead to comment pointedly in its report on the nature and extent of deficiencies noted in academic standards or evaluation procedures in the course in relation to those generally applicable across the faculty, and to recommend changes in course requirements or assessment

standards and procedures. On completion of the review and evaluation, the committee will transmit a copy of its report to the instructor involved in the dispute, and to the Dean and departmental Chairman for information and guidance in any further action. The report shall then become part of the official record and career file ordinarily available at times of staff member evaluation and promotion decisions.

7. In addition to the present requirements for the retention of final examination answer papers within the department for a minimum period, instructors will also be required to retain the original, or require a duplicate for retention, of at least one substantial piece of recorded term work in courses without final examinations; such work to be retained within the department for possible review as required by the departmental Chairman, the Dean or a review committee appointed for the purpose.

April 20, 1976

Professors C. Drummond (English)
U. Trumpener (History)
W. Gainer (Economics)
Chairman

Department of Sociology

12 May, 1976

COMMENT ON "FINAL REPORT OF THE AD HOC COMMITTEE FOR RECONCILIATION OF DISPUTED GRADES," dated 20 April, 1976, Faculty of Arts, U of A.

by Arthur K. Davis

This report, like earlier emanations from the office of the Dean of Arts, fails to meet certain inescapable realities.

-1. Except for those Arts courses relying solely or very largely upon "objective tests (multiple-choice, computerized, etc) -- grading in many other Arts courses is inherently evaluative and judgmental. Classroom or office performances, and written essays can be best judged by the instructor, and only by the instructor, because he or she alone was in the classroom for 13 or 26 weeks of the course. Any judgments by other or third parties are inherently incompetent, because based on out-of-context and fragmentary evidence.

-2. The Committee's report focuses upon "exceptionality", which is defined as grades "outside acceptable bounds of variation when viewed in the wider perspective of... course and evaluation standards widely evident throughout the rest of the department or of the Faculty." (p.3)

  - It is impossible to define "exceptionality": where exactly on a distribution curve (at either end) does one delimit the exceptional? Why not elsewhere, a bit to one side or the other of the suggested delimitation? One can answer only in terms of purely arbitrary, imposed criteria, selected by persons not competent to do this.
  - An implication of "normal distribution" is present. But statistical distributions of grades are descriptive, not prescriptive.
  - The report leans very heavily on grade distributions; yet there are many other factors involved in the performance of a class: for example, size, selectivity, motivations, etc. These cannot be measured in, or inferred from, the grade sheet.

-3. The procedures recommended by the Ad Hoc Report open the door to scope for arbitrariness and animosity on the part of a Dept. Chairperson, or of a Dean, or of both - at the expense of instructors and students.

-3. Despite the claim of legal power under the Universities Act cited on p. 2, contrary opinions exist by qualified solicitors. Caution suggests avoiding a possible quicksand.

-4. The review procedures suggested in the Report escape from none of the arbitrary entrapments listed above: cf points 1-3.

-5. Any assumptions and procedures that further embalm the mechanical and bureaucratic conduct of university teaching and grading should be avoided. The Report runs counter to the direction that university teaching should be encouraged to take.

Therefore, I recommend that the Report be rejected, or returned to the Committee for further study.

Respectfully,

(signed) A. K. Davis

ARTS FACULTY COUNCIL

Minutes of Meeting of August 31, 1976

2:00 - 5:00 p.m.

PRESENT: R. G. Baldwin (Chairman), B. R. Abu-Laban, K. O. Anderson, R. F. Anderson, E. Aranas, M. I. Asch, S. V. Au, J. W. Bilsland, E. D. Blodgett, R. L. Busch, A. D. Cairns, F. D. Clandfield, J. A. Creore, R. A. Davey, J. J. Delehanty, F. A. de Luna, C. Q. Drummond, W. Eastman, E. Egert, F. C. Engelmann, M. Faulkes-Jendyk, J. A. Forbes, J. Freeman, R. Frucht, J. Giard, E. J. H. Greene, H. A. Hargreaves, T. F. Hartnagel, D. H. Haynes, R. R. Hett, R. C. Jacka, D. Jackel, H. J. Jones, W. J. Jones, E. Lechelt, J. A. MacIntyre, J. C. MacKenzie, L. N. McKill, F. J. McMahon, R. J. Middleditch, C. H. Moore, D. J. Moss, R. G. Moyles, E. Mozejko, S. R. Munro, R. M. Nielsen, A. T. Olson, G. B. Peacock, F. C. Pier, G. D. Prideaux (visitor), T. M. S. Priestly, E. Reinhold, R. P. Richardson, P. A. Robberecht, B. L. Rochet, M. Sasonkin, R. C. Shank, R. A. Shiner, R. Silvester, O. F. G. Sitwell, R. C. Smith, R. A. Stangeland, M. J. Swanson, P. V. Sullivan, U. Trumpener, E. H. Waugh, T. H. White, R. G. Whitinger, J. N. Wickenden, E. N. Yates.

1. Welcome to New Members

At the start of the meeting Dean Baldwin extended a special welcome to the external and student representatives, and to new full-time members of the Faculty. Professor Prideaux, the Chairman of the Department of Linguistics, was also welcomed as a visitor to the meeting, it being noted that a recommendation for continuing representation from that department may be forthcoming.

2. Report of the Executive Committee: Summer 1976

[The Report having been distributed in advance of the meeting, a copy is attached to the official Minutes only.]

Two items were removed for separate consideration.

2.1 Salaries and Promotions Committee [ref. item 4.1, Exec. Rpt.]

It was moved by Professor Sasonkin, seconded by Professor Trumpener,

> THAT (in accord with the recommendation of the Dean and the Associate Deans) Arts Council reaffirm existing procedures governing elected representation on our Salaries and Promotions Committee: that there be five elected representatives of staff on the committee ["staff" means, according to the Faculty *Handbook*, people who have or may be granted tenure]; that they be elected for three-year terms, such terms in each case to begin in the fall of a given year; and that their election be conducted by means of a Faculty-wide ballot carrying a slate of candidates approved by Council (or Executive Council) after consideration of a list of nominees prepared by the Executive Committee.

An *amendment* was moved by Professor Shiner, seconded by Professor Nielsen,

> THAT the number of elected representatives be increased from 5 to 8.

Speaking to the amendment, Professors Shiner and Nielsen explained that they were serving on the GFC Salaries and Promotions Appeals Committee and that in these hearings of cases from the university at large a number of appellants had alluded to an administrative bias on the part of an individual Faculty Salaries and Promotions Committee (on the basis that elected members were outnumbered by appointees having administrative experience, i.e. department chairmen). In each of the last two years the appeals body had recommended to GFC that there be an increased number of elected representatives on all Faculty Salaries and Promotions Committees. GFC not having acted on that recommendation and Faculty Councils having now been given the authority to determine the number of elected members of their FSPC, it seemed appropriate to put the proposal to Arts Council at this time.

In the debate which followed, there was no opposition in principle to increasing the elected membership on Arts Faculty Salaries and Promotions Committee. It was nevertheless argued that the present composition had proven adequate, and there was also testimony that the elected members of the committee had not found themselves in isolation in the deliberations and voting.

Amendment defeated.

Motion carried.

It was moved by Professor Sasonkin, seconded by Professor Trumpener,

> THAT existing elected members of Arts Faculty Salaries and Promotions Committee (with the exception of Professor R. H. Wiebe, whose term of office will be interrupted by leave) continue to serve until their terms are up.

Motion carried.

The Executive's nominations for the replacement of outgoing members of the FSPC being automatically before Council, it was moved by Professor White, seconded by Professor Wickenden,

> THAT nominations cease.

Motion carried.

The election will be conducted by Faculty-wide ballot as soon as all of the nominees have confirmed their willingness to stand.

2.2 Tenure Committee [ref. item 4.2, Exec. Rpt.]

It was moved by Professor Asch, seconded by Professor Hargreaves,

> THAT (in accord with the recommendations of the Dean and the Associate Deans) the terms of office for staff members selected by the departments and by Council be in both cases as at present, namely two years, but that they no longer necessarily be "staggered";
>
> AND THAT Council give its approval for continuation of the existing procedures whereby the Faculty elects a panel of eight staff representatives on which the Associate Deans draw for the two representatives required for a given tenure committee.

Motion carried.

It was moved by Professor White, seconded by Professor Engelmann,

> THAT existing members of the Faculty panel continue in office until completion of their terms.

Motion carried.

It was moved by Professor Smith, seconded by Professor Engelmann,

> THAT departmental representatives also be authorized to complete their terms unless a given department chooses to elect new representatives this fall.

Motion carried.

The Executive's nominations for the replacement of outgoing members of the Faculty Tenure Panel being automatically before Council, it was moved by Professor Sasonkin, seconded by Professor Nielsen,

> THAT nominations cease.

Motion carried
(election to be conducted
by Faculty-wide ballot).

Council's attention was next drawn to the list of committee memberships attached to the Executive Report, Dean Baldwin pointing out that acceptance of the report would signify approval of the new appointments made by the Executive according to the Faculty's established procedures. The names of two additional departmental representatives on the Honors Committee were reported for the record (Professors A. R. Dobbs and S. J. C. Williams), together with the names of five new alternates (Professors M. I. Asch, T. N. Ballin, J. Creechan, M. Enzle and I. McGilp). Finally, Council was reminded that submissions from the nominating body for student membership on the various standing committees would be received at the October meeting (Faculty legislation stipulating that the students elected to Arts Council shall constitute the nominating body).

It was moved by Professor Nielsen, seconded by Professor Reinhold,

> THAT the Executive Report: Summer 1976 be approved by Council.

Motion carried.

3. Arts Executive Council: Approval of Departmental Slates

Council had before it a list of members and alternates proposed by departments according to standard procedures to sit on the Executive Council of the Faculty:

DEPARTMENT	MEMBER(S)	ALTERNATE(S)
Anthropology	D. H. Bai H. T. Lewis	A. D. Fisher
Art and Design	J. Giard R. Silvester	
Classics	J. R. Wilson	E. C. May
Comparative Literature	One member: pending	

Executive Council: Departmental Slates (cont.)

DEPARTMENT	MEMBER(S)	ALTERNATE(S)
Drama	R. C. Shank Second member: pending	V. A. Becker
Economics	M. F. Bauer T. L. Powrie	J. J. Delehanty K. W. Klawe
English	L. N. McKill J. O. Orrell N. J. Parker-Jervis S. Rees	D. E. Bessai R. D. McMaster P. Gallivan R. T. Harrison
Germanic Languages	R. Whitinger	E. Egert
History	Three members: pending	
Music	F. C. Pier M. Sasonkin	A. M. Munn
Philosophy	Two members: pending	
Political Science	H. W. Cummins L. C. Green	
Psychology	E. Lechelt	P. Swartz
Religious Studies	M. Waida	
Romance Languages	R. G. Motut B. L. Rochet	C. K. A. Colter
Slavic Languages	P. A. Rolland	R. L. Busch
Sociology	S. Abu-Laban L. W. Kennedy L. E. Larson	E. Snider

It was moved by Professor Blodgett, seconded by Professor Abu-Laban,

> THAT the full Council of the Faculty approve the departmental nominations to the 1976-77 Executive Council.

Motion carried.

4. Arts Faculty Representation on GFC: Approval of Election Slate

A slate drawn up by the Nominating Committee of the Faculty was automatically placed in nomination, three candidates having agreed to contest the vacancy created by Professor J. H. Terfloth's departure on leave (two-year term):

A. Jenkins	Economics
R. G. Motut	Romance Languages
E. Mozejko	Comparative Literature.

It was moved by Professor Smith, seconded by Professor Egert,

> THAT nominations cease.

Motion carried
(election to be conducted
by Faculty-wide ballot).

5. Report of the Course and Calendar Change Committee

[The Report and addendum having been distributed in advance of the meeting, copies are attached to the official Minutes only.]

It was moved by Professor Reinhold, seconded by Professor Asch,

> THAT the Report of the Course and Calendar Change Committee be adopted by Council.

The report was considered in light of the following revisions and comments.

C LIT 455 [p.1 of addendum]
The proposed change in prerequisites was amended by the addition of the word "and." ("A competent reading knowledge of one relevant language other than English; C LIT 200 or 300 or ENGL 200; and C LIT 351 or 352 or ENGL 315 or 317 or equivalent.")

DRAMA 462 [p.3 of report]
The proposed new course in screen and television writing was removed for separate consideration, Council having accepted a motion to table which was moved by Professor Peacock, seconded by Professor R. F. Anderson: THAT Drama 462 be tabled until Council deals with the Report of the *ad hoc* Committee on the Study of Film [the final item on the agenda], on the understanding that if a Standing Committee on Film is established, the course will be referred to that committee.

43.6.1 Honors in Drama [p.5 of report]
The revised statement was further amended (as underlined): "...three of the remaining courses must be humanities, natural *sciences*, or social sciences."

HIST 531 & 631 [p.1 of addendum]
The notation "Restricted to graduate students" and the prerequisite "Consent of the Department" were reported for Council's information only, there being a general rubric in the Calendar which covers these new courses.

43.1.2(2)c. Subjects of Concentration [p.14 of report]
The rationale underlying the minima and maxima for the principal and second subjects of concentration was recommended for review by the Curriculum Committee (it being noted, for example, that the present regulations do not preclude the possibility of a student taking fewer courses in the principal subject of concentration than in the second).

Course Descriptions in General
It was recommended that the Calendar Committee and the individual departments begin a long-range project for making the course descriptions more meaningful to students (Sociology 313 having been cited as an example of a description that would identify the course for professionals within the discipline, but not necessarily for the novice student).

The question was put on the original motion for adoption of the report (excepting Drama 462).

Motion carried.

6. Quorum

Having noted that under The Universities Act each Faculty is authorized to establish its own quorum but that Arts Faculty had never done so, Dean Baldwin suggested that the time had come to establish a quorum for full

Council and for Executive Council. The Dean added that--in light of attendance figures over the past year--the Executive Committee's proposal was that the quorum be set at 10% for full Council and 30% for Executive Council. Accordingly, it was moved by Professor Nielsen, seconded by Professor White,

> THAT Arts Faculty (full) Council approve for itself a quorum at 10% of the persons eligible to attend in a given year.

Motion carried.

> Note: The quorum for full Council in 1976-77 will therefore be 35 (computation of this figure being based on a 10% staff-leave factor, external representation, and number of students actually appointed).

It was then moved by Professor Egert, seconded by Professor Reinhold,

> THAT this body approve for its Executive Council a quorum at 30% of the persons eligible to attend in a given year.

On the grounds that the quorum proposed for Executive Council was too high in relation to the figure set for full Council, an amendment was moved by Professor de Luna, seconded by Professor Hett,

> THAT the motion be amended so that what is proposed is a 20% quorum.

Several members expressed opposition to the amendment, on the grounds that a 20% quorum was too low. In any event it was argued that a proportionately higher attendance figure could be expected of Executive Council (its members having been elected for the express purpose of serving on that body).

Amendment defeated.

Motion carried.

> Note: The quorum for Executive Council in 1976-77 will therefore be 26.

7. Grade-Point Average Required for Distinction

[The Report of the Committee on Academic Standing having been distributed in advance of the meeting, a copy is attached to the official Minutes only.]

The report was introduced by the Chairman of the Committee on Academic Standing, Professor Smith, who explained that his committee had examined the number and percentage of degrees with Distinction awarded to B.A. (General) and B.A. (Special) graduates in the period 1970-75 and found that the percentage had more than doubled in those years. Moreover, the CAS did not anticipate any decrease in the near future, in light of the present inflation in grading patterns. On the basis of available information, therefore, the committee felt that the degree with Distinction should require a higher grade-point average, to restore meaningfulness to the award. Accordingly, it was moved by Professor Smith, seconded by Mr. Middleditch,

> THAT the Faculty of Arts recommend to GFC that the GPA required for the award of Distinction for B.A. (General) and B.A. (Special) graduates be raised from 7.5 to 7.8.

Initial reaction was that Council did not have sufficient information on which to base its decision; that the validity of the award of Distinction should not be viewed in isolation but that it should be examined in relation to what many members saw as the primary problem, namely the overall inflation in grading patterns. It was also suggested that in assessing grade inflations it would be helpful to have an analysis in terms of departmental distribution and course levels, and that it would be useful to draw a comparison with other faculties. On the understanding that relevant data would be obtainable from Arts Faculty records and/or the Office of Institutional Research, it was moved by Professor Wickenden, seconded by Professor Pier,

> THAT consideration of the Report of the Committee on Academic Standing be deferred until such time as the kinds of information that have been referred to are provided by the Committee.

Motion to defer carried.

8. Report of the Academic Planning Committee

[The Report having been distributed in advance of the meeting, a copy is attached to the official Minutes only.]

On introducing this agenda item, Dean Baldwin reminded Council that in April 1973 Professor E. J. Rose, who was at that time Chairman of the Academic Planning Committee, came before Council with certain proposals designed to ensure Faculty co-operation in interdisciplinary affairs. The recommendations engendered considerable debate, and Council decided to send the Rose Report back to the APC for "departmental consultation and clarification of terms." All during 1974 the APC was occupied with a special assignment: Academic Plan No. 9, Stage 3, this project being started and completed under the chairmanship of Professor G. Marahrens. In 1975, Professor E. J. H. Greene succeeded Professor Marahrens as Chairman of the APC and the committee turned its attention to the interdisciplinary question (Council having in the interim repeatedly expressed support in principle for interdisciplinary co-operation and having charged the Curriculum Committee with preparing three interdisciplinary courses that would provide Arts students with an introduction to the Fine Arts, the Humanities, and the Social Sciences). The APC began its task by canvassing departments to obtain an overview of the Faculty's aspirations and activities in the field of interdisciplinary studies, and it also looked at some specific proposals as test cases. In the document now before Council the committee was reporting on whether or not interdisciplinary activity should be a priority concern for Arts Faculty, and how interdisciplinary co-operation could in fact be made functional. In the process of its report the APC had also touched upon one particular detail that had surfaced from time to time in the Faculty, namely the question of whether or not interdisciplinary studies ought to be a subject of concentration, the APC having aligned itself with the Curriculum Committee in saying that interdisciplinary studies ought not to be. Having concluded his introductory remarks, Dean Baldwin served notice that the Executive Committee would itself propose a modification to one of the recommendations in the APC report (ref. item IV.2 in the detailed mechanism for implementation): that the proposers of interdisciplinary activity ought to record not only possible sources of outside funding but also whether or not there are committed sources of outside funding, and secondly, that they report on sources of inside funding.

The report was then formally placed before Council on the basis of a motion by Professor Greene, seconded by Professor Abu-Laban, THAT this Council adopt the Report of the Academic Planning Committee.

The initial question was whether or not it was necessary that each new interdisciplinary program be administered by an interdepartmental committee, as proposed by the APC, it being observed that within the existing framework for the B.A. (General) and the B.A. (Special) an interdisciplinary program is generally composed of a principal and second subject of concentration together with relevant options, and that the courses can be selected by the student in consultation with an individual faculty advisor. In response, Professor Greene said that the APC did not believe that individual counselling was sufficient to meet all of the possibilities. His Committee was thinking in terms of comprehensive and coherent interdisciplinary programs that would be organized by someone knowledgeable in a given field and having the assistance of a number of colleagues. These programs would be listed in the Calendar and students could go into a specific supervised area according to their interests. Professor Greene emphasized that coherence was an essential ingredient of these programs. He noted, for example, that in its survey of Faculty offerings, the APC had identified a number of courses in the field of Urban Studies which could conceivably provide the core for an interdisciplinary program. However, it remained for some interested and knowledgeable staff member(s) to determine whether or not these courses would produce a coherent interdisciplinary program, or merely a "hodgepodge."

The next question was whether or not it was intended that students receive recognition for interdisciplinary work in the form of some sort of label attached to the B.A. degree. In response, it was pointed out that the B.A. (General) carried no label (that is to say, there is no identification on the transcript or the degree of the student's principal subject of concentration). The B.A. (Special) degree does, however, recognize the principal subject of concentration. Moreover, the Faculty on its own authority can (and in fact did in the case of East Asian Studies) create a B.A. (Special) in a given area. The answer was therefore that if the interdisciplinary proposal involved a program that lent itself to the B.A. (Special) pattern, then it could conceivably receive such a label. Council was reminded, however, that at the moment there was no specific proposal before the APC.

Discussion was then centred on the second sentence of the APC statement of principles: "Our committee has therefore rejected the idea that an interdisciplinary program may be used as a subject of concentration." A number of members felt that there was in that statement a contradiction with the whole report, on the grounds that if the Committee was in fact advocating a coherent and carefully supervised interdisciplinary program, then there was a contradiction in not allowing the new core to be accepted as a subject of concentration. Other members objected to the sentence on the grounds of a lack of clarity, there being no specific statement of what was being ruled out. In that connection it was noted that the APC was on record as wanting to maintain the traditional areas of concentration, and that within the existing framework for the B.A. (General) and the B.A. (Special) a student could specialize in, say, History and Anthropology, provided that he or she separately established each of them as a subject of concentration and fulfilled the minimum requirements of three or four courses. What was not clear from the statement (but was presumed to be ruled out) was whether or not the minimum concentration could itself be split between two disciplines (say, for example, an interdisciplinary concentration consisting of two courses in Anthropology and two in History). Nor was it clear whether a student would be permitted to offer a concentration in a new field, say, for example, Psychohistory, without first having established separate concentrations in Psychology and History.

Another concern was that the APC had failed to make a terminological distinction between a true interdisciplinary field (defined by one member as "one which falls in the interstices between two disciplines or more") and multidisciplinary approaches to certain areas (defined by one member as "a number of separate disciplines approaching in their own way a common problem"). Here it was observed that the program possibilities suggested by the APC (Urban Studies, Administrative Studies, etc.) seemed to be "not interdisciplines but merely multidisciplinary approaches to certain problem areas of a concrete nature."

At this point in the discussion, having noted that the foregoing definitions of interdisciplinary and multidisciplinary programs were not necessarily accepted by all members of Council and that there was as yet no consensus regarding the APC report, Professor MacIntyre moved, seconded by Professor Eastman, THAT the report be tabled.

Motion to table defeated.

On resuming the debate, it was suggested that members of Council were perhaps reading more into the report than was intended by the APC. Council was reminded that the committee was charged with providing a mechanism for handling interdisciplinary proposals and what was now before Council was in essence a fairly simple procedure whereby these proposals could be received, assessed, and a recommendation made to the Faculty. There were at the moment no specific program proposals before the APC and Council was not at this point being asked to make any kind of policy commitment, apart from the one having to do with interdisciplinary subjects of concentration. In any event it was suggested that the contentious sentence was one that could be looked at separately and not as a part of the fabric of the APC report.

The question having been divided by the chair, an amendment to p.1 of the report (Statement of Principles) was moved by Professor Faulkes-Jendyk, seconded by Professor Egert,

> THAT the second sentence in the first paragraph of the APC report be deleted.

An amendment to the amendment was moved by Professor Davey, seconded by Professor R. F. Anderson,

> THAT the deletion of the second sentence become a referral back to committee for rediscussion and redefinition.

Amendment to amendment carried.

Amended amendment carried.

An editorial change was also accepted (recognizing that some faculty members make a distinction between "interdisciplinary" and "multidisciplinary"). The title was changed to read: "Report of the Faculty of Arts Academic Planning Committee re: policy and procedures for the approval of interdisciplinary and multidisciplinary programs." The final sentence in the first paragraph was amended to read: "At the same time our Committee believes that our Faculty would more fully serve its students and the community if it developed its potential in the area of interdisciplinary and multidisciplinary programs."

The vote was taken on p.1 of the report: approval of the Statement of Principles.

Motion carried.

Page two of the report being now before Council, Professor Greene accepted on behalf of the APC an editorial amendment recommended by the Executive Committee, namely that item IV.2 be revised to read: "Indicate possible and committed sources of outside funding and sources of inside funding (including a statement on which courses could be offered by the Evening Credit Program)."

The Chairman of the Faculty Library Committee having observed that the question of library resources was not mentioned in the criteria and that the resources of the library were not adequate for the Faculty at the present time, the Faculty Secretary was instructed to forward to the APC his recommendation "that there be built into the criteria a clear statement that library resources shall be assessed before any programs are approved and that where these resources are inadequate funds shall be acquired to make them adequate before approval."

The question was put on p.2 of the report: approval in principle of the criteria (recognizing that the stated criteria were not necessarily exhaustive).

Motion carried.

9. Report of the ad hoc Committee on the Study of Film

[The Report having been distributed in advance of the meeting, a copy is attached to the official Minutes only.]

The report originated from a discussion of courses in film that were proposed by the Department of English in August 1975, Council having decided to refer some of the issues arising out of that debate to an *ad hoc* committee charged with exploring the possibilities for interdisciplinary co-operation in film courses. The recommendations in the report were formally placed before Council by the committee chairman, Professor Hett, the motion being seconded by Professor Frucht:

> THAT the Faculty of Arts in principle supports the study of film;
>
> AND THAT the Faculty create a Standing Committee for the Study of Film, with a mandate based upon the guidelines listed in the report of the *ad hoc* committee.

Motion carried.

> N.B. It was noted for the record that interest in the study of film was not necessarily confined to those departments having membership on the *ad hoc* committee (the Department of Anthropology and the Faculty of Science, for example, having also demonstrated an interest in this area).

It was then moved by Professor R. F. Anderson, seconded by Professor Hargreaves,

> THAT Drama 462 be referred to the new Standing Committee on Film (ref. item 5 of these Minutes).

Motion carried.

10. Adjournment

On a motion by Professor Smith, seconded by Professor Hargreaves, the meeting was adjourned at 5:00 p.m.

Chairman.

ARTS FACULTY EXECUTIVE COMMITTEE REPORT: Summer 1976

1. Administrative Change

Professor M. Faulkes-Jendyk of the Department of Drama has replaced Professor S. R. Munro as Assistant Dean, Student Programs (Prof. Munro having returned to a teaching position in the field of East Asian Studies).

2. Amendments to the List of Spring Graduands [ref. item 3, AFC, 12/5/76]

Acting on behalf of Council and on the recommendation of the Committee on Academic Standing, the Executive approved three amendments to the list of Spring Graduands:

> JAMES, Donald McNaughton, addition to the list of students recommended for the degree of Bachelor of Arts (General Program);
>
> STRATTON, Gordon Bruce, addition to the list of students recommended for the B.A. (Special) Certificate;
>
> ZINGER, Janet Rose, addition of the notation "With Distinction" to the degree of Bachelor of Music.

3. External Membership on Arts Council, 1976-77

Acting on authority delegated by Arts Council and in accord with representation approved by the Faculty, the Executive approved the following nominations which were submitted by the respective external jurisdictions:

Business Administration & Commerce:	R. Beck (reappointment)
College Universitaire St. Jean:	F. J. McMahon (reappointment)
Education (1 rep. from the Dean's Office and 1 other):	M. P. Browne, Asst. Dean (reappointment) A. T. Olson, Secondary Education
Engineering:	K. O. Anderson, Civil Engineering
Home Economics:	J. Montgomery
Physical Education & Recreation:	R. P. Heron (reappointment)
Science (1 rep. from Mathematics and 1 from Geography):	R. C. Jacka, Asst. Dean & Assoc. Prof. of Mathematics (reappointment) O. F. G. Sitwell, Geography (reappointment) N. R. M. Seifried, Geography (reappointment as alternate).

> Note: General Faculties Council at its meeting of June 28, 1976 approved a recommendation from its Executive Committee that in the case of appointments of external members to faculty councils, approval of the positions by GFC will henceforth suffice (that is to say, the names of the external representatives need no longer be submitted to GFC for ratification on a yearly basis). The Dean's Office has therefore forwarded to GFC the list of positions noted above, to which was added the Office of the Registrar (the Registrar having in May 1969 been appointed a statutory member of Arts Council).

4. Information re: Arts Faculty Committees

Responding to a request from Arts Council, the Dean's Office has drawn up a document outlining the Faculty's standing committee structure,

4. Information re: Arts Faculty Committees (cont.)

together with a list of current memberships on both standing and existing *ad hoc* committees (copies attached). At its August 1976 meeting Council will be asked to ratify new appointments, the replacements having been made by the Executive (and, where applicable by the departments) in light of leaves, resignations, and the expiration of terms of office. Council will also be asked to approve procedures for elected staff representation on the Faculty Salaries & Promotions and Tenure Committees (see below).

4.1 Salaries and Promotions Committee

Section 9.02.2.1 of the new Faculty *Handbook* stipulates that "the Faculty Council shall determine the number of elected members [of its FSPC] if more than two, as well as the term of office of the elected members."

In accord with notice served to the Executive on June 30, Dean Baldwin and the Associate Deans met to formulate, for Council consideration, a recommendation on the procedures Council is now required to establish to govern elected representation on our Salaries and Promotions Committee. They agreed to recommend to Council that it approve the existing procedures: that there be five elected representatives of staff on the committee ["staff" means, according to the *Handbook*, people who have or may be granted tenure]; that they be elected for three-year terms, such terms in each case to begin in the fall of a given year; and that their election be conducted by means of a Faculty-wide ballot carrying a slate of candidates approved by Council (or Executive Council) after consideration of a list of nominees prepared by the Executive Committee. It is moreover recommended that existing elected members of the Committee continue to serve until their terms are up.

Continuing Members
H. J. Jones, History
R. A. Pendergast, Economics

Outgoing Members
R. N. Bosley, Philosophy
A. Scott, Germanic Lang.
R. H. Wiebe, English

Executive Nominations for Replacements
(election of 3 members to be determined by Faculty-wide ballot)

E. Egert, Germanic Languages
L. Fedigan, Anthropology
P. Gallivan, English
A. M. Munn, Music

> Note: It is recommended that, since Professor Wiebe's term on the Salaries and Promotions Committee will be interrupted by his January 1, 1977 leave, he be viewed as having completed his term in the fall of 1976 (there will undoubtedly be cases before the Salaries and Promotions Committee not brought to conclusion by the time of his leave).

4.2 Tenure Committee

Section 6.08 of the new Faculty *Handbook* stipulates that "each departmentalized faculty shall have a Tenure Committee the composition of which shall be: (a) the Dean or Associate Dean as Chairman, (b) the Chairman of the Department, (c) two staff members of the Department

4.2 Tenure Committee (cont.)

to which the candidate is attached, selected according to procedures approved by the staff members of the Department, (d) two staff members selected according to the procedures approved by the Faculty Council, (e) one or two other members selected by the other six members of the Committee where, in the opinion of the Committee, their presence would serve a useful purpose."

According to notice served at the June 30th meeting of the Executive, Dean Baldwin and the Associate Deans met to consider a recommendation to Council on the terms of office for the staff members selected (by the Department and by Council) and on the procedures to be followed by Council in selecting its representatives to tenure committees.

They agreed to recommend that terms be in both cases as at present, namely, two years, but that they no longer necessarily be "staggered" as stipulated by the old Handbook, this requirement in the case of our Faculty serving no useful purpose in view of the more or less random way in which panelists are selected to serve on particular committees. They also recommend that Council give its approval for continuation of the existing procedure according to which the Faculty elects a panel of eight staff representatives (by "staff" is meant, according to the new Handbook, people who have or may be granted tenure), four from the Humanities/Fine Arts side of the Faculty and four from the Social Sciences, on which the Associate Deans draw for the two representatives required for a given tenure committee. They also recommend that these eight panelists be elected according to existing procedures, namely, nomination by the Executive Committee, for Council (or Executive Council) modification or ratification, with election by a Faculty-wide ballot. They also recommend that existing members of the Faculty panel continue in office until completion of their terms. They recommend, finally, that departmental representatives also be authorized to complete their terms unless a given department chooses to elect new representatives this fall (at which time all departments will, by vote of their staff members, as defined above, be required to approve selection or election procedures).

Faculty Tenure Panel

Continuing Members

Fine Arts & Humanities

R. J. S. Grant, English
J. Sybesma-Ironside, Art & Design

Social Sciences

K. Klawe, Economics

Outgoing Members

Fine Arts & Humanities

A. B. Crighton, Music
A. M. Small, Classics

Social Sciences

A. L. Bryan, Anthropology
A. M. Mardiros, Philosophy
C. M. Small, History

Executive Nominations for Replacements
(election of 2 members from the Fine Arts & Humanities and 3 members from the Social Sciences to be determined by Faculty-wide ballot)

Fine Arts & Humanities

R. L. Busch, Slavic Languages
D. J. Langdon, Romance Languages
T. Rolston, Music
J. R. Wilson, Classics

Social Sciences

F. D. Blackley, History
T. Hartnagel, Sociology
J.A. Lejnieks, Political Science
H. T. Lewis, Anthropology
I. McGilp, Philosophy

5. Arts Faculty Representation on GFC
Professor J. H. Terfloth of the Department of Drama having been granted leave of absence, a Faculty-wide ballot will be conducted to fill the resultant Arts vacancy on GFC (two-year term). The Chairman of the Election Procedures Committee has been asked to convene a meeting of the appropriate nominating body (consisting of delegates from departments not already represented on GFC), for the purpose of drawing up a slate of candidates to contest the election.

6. Student Appeal: Thomas Mark Engel
Mr. Engel, who received the B.A. (General) degree at Spring Convocation, sought retroactive permission to be classified as a Visiting Student at the University of Victoria while qualifying for the B.A. (Special) Certificate. His case was comparable to an earlier appeal by Mr. Gordon Stratton (ref. item 1.2, Exec. Rpt., 19/3/76): in light of an improved academic standing in five courses taken during the 1975-76 Winter Session at the University of Victoria, Mr. Engel hoped to gain admission to the U. of A. Faculty of Law. However, he had learned that he would only be eligible for consideration by that Faculty on the basis of work done in a degree program. On reviewing the file, the Executive noted that three of the five University of Victoria courses were acceptable for the B.A. (Special) Certificate (one course having already been applied to Mr. Engel's B.A. (General) degree, and another being in excess of the seven junior courses permitted in the B.A. programs). It was therefore resolved:

> THAT Mr. Engel be granted retroactive admission to the B.A. (Special) Certificate Program and that three senior courses taken at the University of Victoria be credited toward the certificate, it being understood that the remaining requirements (two full-course equivalents) must be completed on this campus.

7. Minutes of Arts Faculty Council Meeting of May 12, 1976
In accord with procedures adopted by Council on October 30, 1972, the Executive considered and approved the Minutes of the May 12 meeting.

8. Extramural (correspondence) Courses
Arising out of a suggestion from Professor L. H. Thomas of the Department of History, the Curriculum Committee was asked by the Executive to review the Faculty's application of a University regulation whereby extramural credits are restricted to the first year of the program. Its chairman reported as follows:

> We concluded that we did not favour recommending a change in the existing practice, inasmuch as we consider that lectures, in-person contact with the instructor and other students, and access to the library are valuable components of our course system, and become increasingly important as a student advances. Hence we felt that the restriction of accreditation for extramural courses to the first year of the program should be endorsed. At the same time, recognizing that students from outlying areas might need to be made aware of the possibility for appeal, we recommended an addition to the Calendar to suggest some flexibility in special cases.

8. Extramural Courses (cont.)

> The Committee passed the following motion: THAT, having examined and reaffirmed the University regulation that "applicants whose previous university work was extramural may be granted advanced standing only with respect to the first year of their program," the Curriculum Committee recommends that immediately following this statement in the Calendar there be a notation to the effect that "exceptions to the limitation on junior courses may be made in special circumstances, on appeal to the dean of the student's faculty."

The Curriculum Committee's advice having been accepted by the Executive, the recommendation was forwarded to GFC by Dean Baldwin.

ARTS FACULTY COMMITTEE MEMBERSHIPS, 1976-77

I. STANDING COMMITTEES

Academic Planning Committee
B. R. Abu-Laban
R. A. Davey*
E. J. H. Greene (Chairman)
R. R. Hett
R. E. McKown
J. O. Orrell
B. G. Rule

Academic Standing Committee
S. Abu-Laban*
M. Forsyth*
F. J. McMahon
R. J. Middleditch
P. A. Runquist*
R. C. Smith (Chairman)

Admissions & Matriculation Requirements Committee
B. Bentz
W. A. Blanchard
J. J. Delehanty
J. E. Foster (Chairman)
B. L. Rochet
M. D. Wilkie*

Canadian Studies Committee
R. C. Bonvalet
J. V. DeFelice*
J. A. Eagle
G. F. N. Fearn*
M. R. Lupul
R. J. Middleditch
J. M. Nelson
R. A. Pendergast*
P. A. Robberecht (Interim Chairman)
A. Tupper*
[Pending appointment:
Curriculum Committee rep.]

Course and Calendar Change Committee
J. V. DeFelice
L. C. Green
R. J. Middleditch
E. Reinhold (Chairman)
A. M. Small
P. Swartz*

Curriculum Committee
W. A. Blanchard
N. E. Bonvalet
R. T. Harrison*
L. E. Larson*
K. H. Norrie*
M. Sasonkin
R. A. Shiner (Chairman)
A. Thimme

East Asian Studies Committee
D. H. Bai
C. Caldarola
H. W. Cummins
J. A. Forbes
H. J. Jones (Chairman)
S. R. Munro
M. Waida

Election Procedures Committee
M. I. Asch (Chairman)
D. E. Bessai*
L. H. Craig*
F. A. de Luna
J. Sybesma-Ironside

Executive Committee
R. G. Baldwin (Chairman)
J. W. Bilsland
J. D. W. Crowther
R. J. E. d'Alquen
W. D. Gainer
B. G. Rule
U. Trumpener*

Honors Committee
M. F. Bauer
A. A. Carlson*
C. K. A. Colter*
M. Faulkes-Jendyk*
J. A. Forbes
B. L. Harris*
K. T. Holden
H. J. Jones
M. L. Marckworth
E. C. May
J. M. Nelson*
R. M. Nielsen (Chairman)

Honors Committee (cont.)

K. D. Prithipaul*
P. A. Robberecht
A. Scott
R. A. Silverman*
O. F. G. Sitwell
M. M. Young*
[Pending appointment:
Drama
Political Science
Psychology]

Library Committee

T. N. Ballin*
R. P. Cirillo
L. Fedigan*
J. Guthrie*
R. Hoffpauir*
K. T. Holden
D. Jackel (Chairman)
M. Kalinowsky*
M. Kosinski

Library Committee (cont.)

E. Lechelt
H. P. Liebel-Weckowicz*
J. K. Masson
W. W. McVey
E. Reinhold
M. Sharma
D. Sharp*
R. Whitinger*
S. J. C. Williams
M. Waida
J. Whittle

Salaries and Promotions Committee

See item 4.1, Executive Committee Report: Summer 1976

Tenure Committee

See item 4.2, Executive Committee Report: Summer 1976

* New members

II. AD HOC COMMITTEES

ad hoc Committee on Writing Ability

M. F. Bauer
J. A. Forbes
L. N. McKill
S. R. Munro
A. M. Small (Chairman)
B. M. Smith

Note: This is a new committee, created in response to Council's April 1976 directive that the Executive strike an appropriate *ad hoc* committee "to seek ways of improving students' ability in writing."

FACULTY OF ARTS STANDING COMMITTEE STRUCTURE

1. ARTS FACULTY (FULL) COUNCIL
   Under the Universities Act, the Arts Faculty Council is the legislative body of the Faculty of Arts and has responsibility for programs, courses, examinations and course results, admission requirements, and academic standing, subject only to the control of the General Faculties Council of the University. In practice, the full Council normally meets but twice a year, primarily to approve elected membership to an Executive Council and new course and calendar submissions in the fall, and to approve lists of graduands in the spring. The full Arts Council has otherwise delegated its authority to the Arts Faculty Executive Council (see 2. below). Special meetings may, however, be called by the Dean to debate issues of unusual concern.

   Faculty Membership: All full-time academic staff within the Faculty (tenured, or proceeding towards tenure), membership being automatic on appointment; additional members from outside the Faculty appointed annually according to principles of representation established by Arts Council and approved by GFC.

   Student Membership: Number determined by formula in 2. below; membership includes all students elected to Arts Faculty Executive Council in the same year; one-year term.

2. ARTS FACULTY EXECUTIVE COUNCIL
   The Arts Faculty Executive Council is, on delegated authority, the principal de facto legislative body of the Arts Faculty, reviewing and accepting or rejecting recommendations of standing or ad hoc committees of the Faculty, authorizing ballots, creating committees, etc. The Council normally meets once a month during the academic year. The Minutes of these meetings, together with the report of the Executive Committee (see 3. below) may be viewed in the office of the Faculty Secretary. They are also normally obtainable from the department chairman or an elected departmental representative.

   Faculty Membership: Approximately 30 departmental representatives (elected from within each department according to a representation formula established by Council); one-year term; plus approximately 30 statutory members (department chairmen and a number of other faculty members holding office in Faculty committees or in the administration), and external members as in 1. above.

   Student Membership: Approximately 30 students are eligible for election (according to the above-mentioned departmental representation formula); one-year term.

3. ARTS FACULTY EXECUTIVE COMMITTEE
   The Executive Committee of Arts Faculty Council is the ongoing executive body of the two larger Councils, and is empowered to act between meetings of the Councils and to carry recommendations to them for debate, decision or referral. Its actions are regularly reported to Council for information or ratification. The Executive Committee also functions as the Faculty's Academic Appeals Committee and as Council's Nominations Committee. The Dean may seek its advice on any matter of concern to the Faculty.

   Faculty Membership: Dean of the Faculty plus 6 elected members, 3-year terms (staggered); membership divided equally between the Humanities (including Fine Arts) and the Social Sciences; nominations by Department Chairmen for election by Faculty ballot.

Student Membership: 4 students nominated and elected by and from within the group of students elected in the same year to Arts Executive Council; one-year term.

4. ACADEMIC PLANNING COMMITTEE

This committee has ongoing responsibility for formulating and revising broad strategy and for devising specific ways and means for the achievement of academic objectives stated by the Faculty. It meets at the call of the chair, usually monthly.

Faculty Membership: Chairman and 5 members selected by the Executive Committee for ratification by Executive Council; 3-year terms (staggered); plus a designated representative from the Dean's Office.

Student Membership: 3 students nominated by the central core of student representatives elected to Arts Executive Council; one-year term. Nominees may be drawn by the student representatives from amongst their own number, or generally from amongst bona fide students registered in the Faculty of Arts who have indicated a willingness to serve in various capacities. All such nominations are subject to ratification by Arts Council (the October Council meeting having been established as the deadline for receipt of student nominations in any given year).

5. ACADEMIC STANDING COMMITTEE

At the end of each session this committee meets to review the academic performance of individual students in relation to the rules governing academic standing. It may also meet from time to time to make recommendations to Council about these rules and their application.

Faculty Membership: Chairman and 3 members selected as in 4. above; 3-year terms (staggered); plus a co-ordinator from the Student Program Office and a designated representative from College Universitaire St. Jean. The Committee is empowered to add to its number for special projects.

Student Membership: 2 students; one-year term.

6. ADMISSIONS & MATRICULATION REQUIREMENTS COMMITTEE

This committee reviews present practices and initiates recommendations with respect to matriculation requirements and specific problems of admission. Meetings are held at the call of the chair.

Faculty Membership: Chairman and 4 members selected as in 4. above; 3-year terms (staggered); plus a designated representative from the Student Program Office. Resource people as required.

Student Membership: 6, at least one of these to be a "mature non-matriculant"; one-year term.

7. CANADIAN STUDIES COMMITTEE

This committee administers and keeps under review the program of course offerings designated for students registered in the Canadian Studies Program. Meetings are held at the call of the chair.

Faculty Membership: Chairman (two-year term on the nomination of the committee) and individual members drawn from departments offering Canadian Studies courses (there being no fixed number); 3-year terms (staggered); plus 3 additional members (representing the Student Program Office, the Curriculum Committee, and the Department of Educational Foundations).

Student Membership: 3 students, drawn from those registered in the Canadian Studies program; one-year term.

8. COURSE & CALENDAR CHANGE COMMITTEE

This committee receives and examines all departmental proposals for new courses, changes in course descriptions, and course deletions prior to their presentation to Council. Meetings are held throughout the year as necessary to deal with material submitted.

Faculty Membership: Chairman and 4 members selected as in 4. above; 3-year terms (staggered); plus a designated representative from the Student Program Office.

Student Membership: 2 students; one-year term.

9. CURRICULUM COMMITTEE

This committee deals with particular problems of curriculum (usually on referral) and initiates and recommends change or experimentation where the need is indicated. Meetings are held once or twice a month.

Faculty Membership: Chairman and 6 members selected as in 4. above; 3-year terms (staggered); plus a designated representative from the Student Program Office.

Student Membership: 8 students; one-year term.

10. EAST ASIAN STUDIES COMMITTEE

This committee administers and keeps under review the program of course offerings designated for students registered in the East Asian Studies Program. Meetings are held at the call of the chair.

Faculty Membership: Chairman (on the nomination of the committee) and individual members (there being no fixed number) drawn from departments with an active interest in East Asian studies; 3-year terms (staggered).

Student Membership: No provision as yet, but will in all probability be on a parallel with the Canadian Studies Committee.

11. ELECTION PROCEDURES COMMITTEE

The committee exercises general supervision over the election of Faculty representation to General Faculties Council, and may also be called upon to recommend acceptable procedures for the election of members to various committees within the Faculty. Meetings are held at the call of the chair.

Faculty Membership: Chairman and 4 members selected as in 4. above; 3-year terms (staggered).

Student Membership: 2 students; one-year term.

12. HONORS COMMITTEE

This committee reviews and supervises the requirements of the Honors program and considers department recommendations about the performance of students within the program. Meetings are held in the spring and fall.

HONORS COMMITTEE (cont.)

Faculty Membership: Chairman (nominated by the committee), and representatives of some 20 departments having Honors programs in which Arts students are registered; two-year terms; plus a designated representative from the Student Program Office.

Student Membership: 20, drawn from students registered in the foregoing Honors programs; 2-year terms, if possible.

13. LIBRARY COMMITTEE

The Faculty Library Committee advises and negotiates with the University Library Committee on the purchasing of items useful for the Fine Arts, Humanities and Social Sciences, acts as a forum for discussion of divergent or conflicting needs of individual departments, etc. Meetings are held at the call of the chair.

Faculty Membership: Chairman (selected as in 4. above) and 17 members representing individual departments within the Faculty; 3-year terms (staggered); plus a representative from the University Library administration. Resource people as required.

Student Membership: 17, drawn from the individual departments; one-year term.

14. SALARIES & PROMOTIONS COMMITTEE

The primary function of the Faculty Salaries and Promotions Committee is the annual review of performance of members of the academic staff within the Faculty, as a basis for decisions about salaries and promotions.

Faculty Membership: See item 4.1, Executive Committee Report: Summer 1976.

Student Membership: 0.

15. TENURE COMMITTEE

It is the responsibility of this committee to hear all recommendations concerning tenure in the Faculty and to make decisions on its behalf.

Faculty Membership: See item 4.2, Executive Committee Report: Summer 1976.

Student Membership: 0.

REPORT OF THE COURSE AND CALENDAR CHANGE COMMITTEE, AUGUST 1976

The following material has been examined by the Committee, and is recommended for Council's approval and inclusion in the 1977-78 Calendar. [Note: Where specified, it is proposed that some of the new courses be offered in 1976-77, although they will not appear in the Calendar until 1977-78.]

1. ANTHROPOLOGY

A. New Course

414. Peasant Society and Culture. *3 (either term, 3-0). The analysis of modes of production, social organization and other aspects of culture in agrarian societies, including anthropological perspectives on development. Prerequisites: ANTHR 307 and one other 300-level course. Note: Formerly ANTHR 417.

B. Course Change

418. Change description to read: An introduction to modern political anthropology with emphasis on the origins of state structures, the relations between non-state and state societies, and the problems of pluralism and stratification. Prerequisites: ANTHR 307 and one other 300-level course.

C. Course Cancelled

417. Origins of the State and Peasantry. [To be replaced by 414, as noted under A. above.]

2. ART & DESIGN

A. New Courses

339. Special Projects in Studio Disciplines. *6 (2-4). A course intended to meet the special needs of students not otherwise satisfied under existing regulations in regular course offerings. Prerequisite: Consent of the Department.

439. Special Projects in Studio Disciplines. *6 (2-4). Special projects in studio disciplines, by special arrangement with the Department. Prerequisite: Consent of the Department.

539. Special Projects in Studio Disciplines. *6 (2-4). Special projects in studio disciplines, by special arrangement with the Department. Prerequisite: Consent of the Department.

459. Directed Readings in the History of Art and Design. *6 (3-0). Prerequisite: Consent of the Department.

559. Directed Readings in the History of Art and Design. *6 (3-0). Prerequisite: Consent of the Department.

Note: It is proposed that ART 459 and 559 be offered in 1976-77 (although they will not appear in the Calendar until 1977-78).

ART & DESIGN

B. Course Changes

231. Change description to read: A studio based introduction to the exploration and production, in two and three dimensions, of visually expressed information. Note: Not open to students with credit in ART 232.

232. Change description to read: A studio based course that provides B.F.A. students with an introduction to the exploration and production, in two and three dimensions, of visually expressed information. Note: Restricted to B.F.A. students.

233. Change description to read: A studio based course that provides B.F.A. students with a further concentration in the exploration and production, in two and three dimensions, of visually expressed information. Note: Corequisite ART 232 and consent of the Department.

240. Change term to read: either term.
Change description to read: Study of the principles and techniques of drawing. Note: Restricted to B.F.A. students.

340. Change term and hours to read: (either term, 0-6).

406. Change prerequisite to read: ART 400 or 401.

414. Change title, description, and prerequisite to read:
Projects in Painting. *6 (2-4).
A specialized course for students concentrating in painting. Prerequisite: Consent of the Department.

514. Change title, description, and prerequisite to read:
Projects in Painting. *6 (2-4).
A specialized course for advanced students concentrating in painting. Prerequisite: Consent of the Department.

602. Change title to read: Seminar in the History of Art and Design.

C. Change in University Regulations and Information for Students

13.4.2 B.F.A. (Art and Design) Program.

Revise the second sentence in Note A. to read: The selection committee will base its decision upon the evidence derived from an assessment of any course that may have been taken, work done by the candidate and the testimony of his or her teachers. Assessment may include a special examination and an interview.

3. COMPARATIVE LITERATURE

A. New Courses

351. Introduction to the Western Tradition in Literary Criticism I. *3 (either term, 3-0).
An introduction to critical methodology, exercises in practical criticism and an examination of concepts of literary criticism as drawn from contemporary international critical writings. Prerequisite: ENGL 200 or equivalent or C LIT 200. Note: Formerly part of C LIT 350.

COMPARATIVE LITERATURE

New Courses (cont.)

352. Introduction to the Western Tradition in Literary Criticism II. *3 (either term, 3-0).
An international survey of the major developments in Western literary criticism from Aristotle to the present time. Prerequisite: ENGL 200 or equivalent or C LIT 200. Note: Formerly part of C LIT 350.

497. Special Studies in Comparative Literature. *3 (either term, 3-0).
Note: Restricted to Honors students.

498. Special Studies in Comparative Literature. *6 (3-0).
Note: Restricted to Honors students.

B. Course Cancelled

350. Introduction to the Western Tradition in Literary Criticism.
[To be replaced by 351 & 352, as noted under A. above.]

4. DRAMA

A. New Courses

293. Production Lab IB. *2 (Second Term, 0-6).
Production experience in stage managing and/or apprenticeship with qualified technical experts. Restricted to B.F.A. (Drama/Design) students.

357. Techniques in Rehearsal and Performance. *3 (either term, 1-5).
Research, rehearsal, design, staging and presentation of a play by an acting ensemble. Prerequisites: DRAMA 353 and two of the following: DRAMA 200, 273, 300, 370, 383, 401, 402, 403.

374. Production Techniques - Costume. *6 (6L).
Prerequisite: DRAMA 270 and/or consent of the Department.

462. Screen and Television Writing. *6 (3-0).
A study of and practice in the basic techniques of writing the screen and teleplay. Prerequisite: DRAMA 360 or consent of the Department.

505. Honors Seminar. *6 (3-0).

509. Play Production Process. *3 (First Term, 6L).
The problems in execution of the complete script. Prerequisite: DRAMA 385 and/or consent of the Department.

575. Production Techniques - Lighting. *6 (6L).
Study of and practice in the aesthetics and practical tools in stage lighting. Prerequisite: Consent of the Department. Note: Formerly part of DRAMA 570.

Note: DRAMA 462 is recommended for approval, subject to consultation between the Departments of Drama and English.

DRAMA

B. Course Changes

44.9.1 Junior Courses

Insert before the listing of courses: Students who anticipate taking only one "practical" Drama course are advised to register in DRAMA 251.

243. Change title to read: Introduction to Oral Communication.

270. Change title to read: Stagecraft and Design.

272. Change hours to read: 9L.
Substitute "Consent of the Department" for "Restricted to B.F.A. (Drama) students."

273. Change title to read: Introduction to Stagecraft and Design.
Change term and hours to read: (Second Term, 6L).

275. Change title to read: Production Lab IA.
Change term to read: First Term.

353. Change title to read: Principles of Acting.

370. Change hours to read: 9L.

385. Change hours to read: 6L.

393. Change title to read: Production Lab IIB.
Delete the words "preparation and" from the course description.

470. Change hours to read: 9L.

474. Change title to read: Production Techniques - Scenery.
Change weight and hours to read: *6 (6L).
Change prerequisite to read: DRAMA 374 and/or consent of the Department.

493. Change title to read: Production Lab III.
Change term and hours to read: (either term, 0-6).
Change course description to read: Practical experience in assisting the designer.

570. Change hours to read: 9L.

593. Change title to read: Production Lab IV.
Change hours to read: 0-6.

595. Change title to read: Professional and Critical Orientation.
Change weight to read: *0.
Delete existing description.
Insert: A non-credit course required for graduation.

604. Change weight, term and hours to read: *3 (either term, 3-0) or *6 (3-0).

607. Change weight, term and hours to read: *3 (either term, 3-0) or *6 (3-0).

C. Course Cancelled

373. Production Techniques.
[To be replaced by 374, as noted under A. above.]

DRAMA

D. Program Changes

43.6.1 Honors in Drama.
Insert (underlined): ...three of the remaining courses must be humanities, natural or social sciences.

43.25.1 General Information.
Change second sentence of item (2)(a) to read: One grade of 3 in a full session course or equivalent may be accepted in the program provided it is not in the central subject (i.e. Drama).

43.25.2 Specialization in Acting.
First year: Delete Drama 273 and 393.
Add Drama 270.

Second year: Add Drama 393.
Change "an approved Arts or Science option" to "an approved non-Drama Arts or Science option."

Third year: Change "an approved Arts or Science option (two half-courses or a full course)" to "and an approved single-term non-Drama Arts or Science option (or English 332); an approved single-term option."

43.25.3 Specialization in Design.
First year: Delete Drama 230 and 353.
Add Drama 293.

Second year: Delete Drama 383, 385 and 393.
Add Drama 353 and 395.
Change "an approved Arts or Science option" to "an approved non-Drama Arts or Science option."

Third year: Delete Drama 507.
Add "a Drama option."
Add Drama 383 and 385.

Fourth year: Delete "a senior Drama option."
Add Drama 509 (or Drama 507).
Add Drama 575.
Change Philosophy 350 to Philosophy 350/351.

Note: The changes in the B.F.A. (Acting) program will be implemented in 1976-77, although they will not appear in the Calendar until 1977-78.

5. ECONOMICS

A. New Courses

498. Directed Readings I. *3 (either term, 3-0).
Prerequisite: Consent of the Department.

499. Directed Readings II. *3 (either term, 3-0).
Prerequisite: Consent of the Department.

ECONOMICS

B. Course Changes

351.
353. Change term to read: either term.

382. Correct title to read: Macro Economic Analysis I.

397.
403. Change term to read: either term.

407. Change Math. prerequisite to read: MATH 202/278 or equivalent.

412. Change number and title to read:
313. Economics of Developing Countries I.
Delete from the existing course description "the construction and implementation of national development plans."
Change prerequisite to read: ECON 201/202 or 306/307, or consent of the Department.
Add note: Formerly ECON 412.

413. Change number and title to read:
314. Economics of Developing Countries II.
Change prerequisite to read: ECON 201/202 or 306/307, or consent of the Department.
Add note: Formerly ECON 413.

441. Change term to read: either term.

471. Change term to read: First Term.

472. Change term to read: Second Term.
Change prerequisites to read: ECON 381 and ECON 373 or 471 or BUS 312.

481. Delete from the description "linear programming" and "input-output analysis."

486. Change Math. prerequisite to read: MATH 202/278 or equivalent.

497. Change term to read: either term.

503.
505.
512.
513. Change term to read: either term.
514.
515.
521.

522. Change term to read: either term.
Delete from the prerequisite: ECON 521 (leaving "Consent of the Department").

540. Change term to read: either term.

541. Change term to read: either term.
Delete from the prerequisite: ECON 540 (leaving "Consent of the Department").

ECONOMICS

Course Changes (cont.)

550. Change term to read: either term.
Change course description to read: The theory of the role of the public sector in a market economy, market failures, income distribution, evaluation of public investment, public choice, and the economic theory of federalism.

551. Change term to read: either term.

553. Change term to read: either term.
Change course description to read: Effects of taxes on allocation, distribution and stabilization objectives. Evaluation of major taxes with particular attention paid to efficiency and incidence considerations.

563.
564.
581. Change term to read: either term.
582.

597. Change term to read: either term.
Change Math. prerequisite to read: MATH 202/278 or equivalent.

652. Add the following course description: Topics available include: local public finance, project evaluation, theory of public choice, public enterprise pricing policies, health care economics and fiscal systems.

C. Courses Cancelled

554. Resource Allocation within the Public Sector of the Economy.

555. Project Evaluation.

556. Economic Policy Analysis.

557. Fiscal Systems.

558. The Urban Public Economy.

6. ENGLISH

Reinstatement of English 398 [For the Faculty of Education Calendar only]

The proposed reinstatement of English 398 having resulted in a challenge of jurisdiction involving the Departments of English and Comparative Literature, Council on May 12 tabled this item to permit further discussion between the two departments. The issue was subsequently resolved through a modification in the wording of the course description, the revised text being as follows:

398. Children's Literature. *6 (3-0).
A historical and critical study of children's literature in English. It includes books written especially for children and books annexed from English literature by children. The course is divided into two parts: a study of myth and folklore drawn into English literature from various cultural traditions, and a study of works in English. Note: Not to be taken by students having credit in English 305 or 306.

ENGLISH (cont.)

Note: i) It is proposed that in section 74.12.10 of the Faculty of Education Calendar the existing statement regarding English prerequisites be amended to read: English 200, 210, or any two 200-level single term courses (including English 290) may serve as prerequisites to senior English courses.

ii) In light of note (i) it will be unnecessary to include the prerequisite statement with each senior course description, i.e. with the descriptions for English 305, 306 and 398 in the Faculty of Education Calendar.

7. GEOGRAPHY

A. Course Changes

44.13 Note re: accommodation and meal expenses. Substitute "Geography 470" for "Geography 420."

364. Change description to read: Introduction to basic concepts necessary for a general understanding of processes whereby man initiates environmental change, intentionally and unintentionally.

424. Change description to read: Causes and implications of major national and global resource and environmental problems. Models, decision-making, evaluation of planning and conservation in resource management. No prerequisite, but Geography 364 is particularly recommended.

550.
552. } Change hours to read: 3s-0
553.

559. Change description to read: Theoretical and practical relevance in urban, environmental, and resource management studies. Prerequisite: Consent of the Department.

B. Program Change

43.9.1 Honors in Geography.
Revise statement to read:

The Department of Geography offers both the B.A. and the B.Sc. degrees with Honors in Geography. Students wishing to stress the humanities and social sciences should register in the B.A. program; those who wish to stress the physical and biological sciences should register in the B.Sc. program.

The B.A. with Honors is designed to combine a broad training in Geography with an opportunity to develop a special interest in some branch of the subject. The required grade-point average to enter and continue in the Honors program is 6.5. In addition, a minimum grade of 6 must be obtained in all Geography courses.

Students intending to proceed to higher degrees and a professional career are advised that an ability to read and speak a second

GEOGRAPHY

43.9.1 Honors in Geography. (cont.)

language, particularly French, is an asset; they are therefore encouraged to devote at least one option to a second language.

First year: Any two of Geography 230, 231, 250 or 251; Statistics 255; one junior option in English; one junior option in Anthropology, Economics, History or Sociology; one option.

Second year: The remaining two courses from Geography 230, 231, 250 or 251; Geography 329, 429; Cartography 341; one senior Arts option in Geography; one Arts option, not Geography.

Third year: One senior regional option in Geography; one senior Arts option in Geography; one senior Science option in Geography; two approved Arts options, at least one in a field other than Geography.

Fourth year: Geography 498; one senior single-term Arts course in Geography; one senior Arts option in Geography; two approved Arts options, at least one in a field other than Geography, one option.

N.B. Students intending to write an Honors thesis may present it in place of the senior Arts option in Geography. They should register in Geography 553 (6s-0) and contact the Undergraduate Program Committee by February 1st of the third year of the program.

During the fourth year a candidate for Honors will be required to take an oral examination in the field of Geography.

8. LINGUISTICS

A. New Course

412. Introduction to Sociolinguistics. *3 (either term, 3-0). Language in its social context: linguistic variation in the speech community, formulation of sociolinguistic rules, linguistic change in progress. Prerequisite: LING 301/302 or 381/382 or consent of the Department.

B. Course Changes

201. Delete note: Formerly part of LING 200.

202. Delete note: Formerly part of LING 200.

305. Change term to read: First Term.
Delete prerequisite: Consent of the Department.
Delete note: Not offered every year.

381. Delete note: Formerly part of LING 389.

382. Delete note: Formerly part of LING 389.
Add to prerequisite: or LING 301.

388. Delete note: Formerly LING 430.

LINGUISTICS

Course Changes (cont.)

405. Change prerequisite to read: LING 301/302 or 381/382.
Delete note: Formerly part of LING 403.

406. Change term to read: Second Term.
Delete note: Formerly part of LING 403.

497. Change term to read: Second Term.
Delete from the description: grammatical.
Change prerequisite to read: LING 301/302 or 381/382.

498. Change course description to read: Problems in the analysis of language; examples from a variety of languages.
Change prerequisite to read: LING 301/302 or 381/382.

507. Change number to 414 and list in section 44.24.2.
Change weight to read: 3-3
Change term to read: Second Term.
Change prerequisite to read: LING 301/302 or 381/382.
Delete: Note....every year.

509. Change prerequisites to read: LING 407, 409 and 410.

510. Change prerequisites to read: LING 407, 409, 410 and 509.

515. Delete note: Formerly part of LING 599.

516. Delete note: Formerly part of LING 599.

C. Program Change

43.12.1 Honors in Linguistics.
Revise statement to read:

The Department of Linguistics offers courses leading to both the B.A. and the B.Sc. degrees with Honors in Linguistics. The B.Sc. Honors program can be found in the Faculty of Science Calendar. The B.A. Honors program in Linguistics should be supported by a minor (4 or 5 full courses) in a field such as Anthropology, Classics, English, Germanic Languages, Psychology, Romance Languages, or Slavic Languages. The B.A. Honors program consists of eight full courses in Linguistics supported by courses in the minor area, plus additional approved options.

Although there are no first-year Honors Linguistics courses, students wishing to begin an Honors program are strongly advised to consult the Department well before the end of the first year. This is especially important for determining the minor area of concentration.

Second year: Linguistics 301/302; two senior half-year courses in Linguistics (such as Linguistics 305, 307, 308, 381, 382) chosen in consultation with the Department; three approved options.

Third year: Linguistics 409/410, 405, 407; two senior half-year courses in Linguistics (such as the above or Linguistics 408, 412, 414, 497) chosen in consultation with the Department; two approved options.

LINGUISTICS

43.12.1 Honors in Linguistics. (cont.)

Fourth year: Linguistics 515/516; four senior half-year courses in Linguistics (such as the above or Linguistics 498, 551, 552) chosen in consultation with the Department; two approved options.

9. MUSIC

A. Course Changes

207. Delete note: Formerly part of MUSIC 205.

301. Delete note: Formerly part of MUSIC 302.

304. Delete note: Formerly part of MUSIC 302.

309. Change number to 209.
Add prerequisite: Ability to read music.

310. Change prerequisite to read: MUSIC 209

311. Change note to read: Students with credit in one or more of MUSIC 209, 216, 218, 220, 310, 317, 319 may not offer MUSIC 311 for credit.

316. Change number to 216.
Add prerequisite: Ability to read music.

317. Change prerequisite to read: MUSIC 216.

318. Change number to 218.
Add prerequisite: Ability to read music.

319. Change prerequisite to read: MUSIC 218.

320. Change number to 220.
Add prerequisite: Ability to read music.

330. Delete note: Formerly MUSIC 214.

331. Delete note: Formerly MUSIC 216.

361. Change term to read: either term.

402. Change term to read: either term.
Delete note: Formerly MUSIC 303. Not open to those with credit in MUSIC 405/406.

506. Change list of prerequisites to read: MUSIC 202, 203, 301, 304 and 402.

534. Change term and hours to read: (either term, 3-0).

545. Change prerequisite to read: MUSIC 352.

B. Program Changes

43.26.3 Composition
Fourth year: Replace Music 452 with Music 433.

43.26.4 History and Literature
Second year: Replace Music 352 with non-music option.
Third year: Replace Music 452 with 352.
Fourth Year: Replace non-music option with Music 433.

43.26.5 Theory
Second year: Replace Music 352 with non-music option.
Third year: Replace Music 452 with 352.
Fourth year: Replace non-music option with Music 433.

10. POLITICAL SCIENCE

A. New Course

475. Politics of Contemporary Soviet Ukraine. *3 (either term, 3-0). Post revolutionary politics and ideologies, with special attention to administrative, institutional and constitutional changes, the nationalities problems and intellectual dissent.

B. Reinsertion

626. Administrative Practices. *6 (3-0).
[The course was included in error on the May 1976 list of deletions from the Political Science graduate curriculum.]

11. SLAVIC LANGUAGES

New Courses

POLSH 421. Selected Topics in Polish Folklore. *3 (either term, 3-0). An introduction to Polish folklore. A survey of the national tradition, with analysis of texts in the original. Prerequisites: A senior course in POLSH, and consent of the Department.

RUSS 421. Selected Topics in Russian Folklore. *3 (either term, 3-0). An introduction to Russian folklore. A survey of the national tradition, with analysis of texts in the original. Prerequisites: A senior course in RUSS, and consent of the Department.

UKR 421. Selected Topics in Ukrainian Folklore. *3 (either term, 3-0).
An introduction to Ukrainian folklore. A survey of the national tradition, with analysis of texts in the original. Prerequisites: A senior course in UKR, and consent of the Department.

12. SOCIOLOGY

A. New Courses

433. Development of Sociology II. *3 (either term, 3-0). A survey of the contributions of modern and contemporary sociological theorists, particularly Weber, Pareto, Parsons, Mead and others. Prerequisite: SOC 432.

442. Reinforcement and Social Behavior. *3 (either term, 3-1). Operant principles applied to the fundamental processes of social behavior. An examination of critical studies utilizing a reinforcement perspective. Prerequisite: SOC 341 or PSYCH 341.

556. Selected Topics in Environmental Sociology. *3 (either term, 3-0).

605. Seminar in Teaching Skills. *1 (First Term, 1s-0).

606. Seminar in Professional Skills. *1 (Second Term, 1s-0).

SOCIOLOGY

B. Course Changes

311. Change description to read: Research design, data collection, and data processing in the social sciences. Logic and interpretation of statistical concepts and methods; measures of central tendency, variability and relationships; sampling and tests of hypotheses. Techniques of social measurement, experimental design, and introduction to scaling. Note: Accepted as a science course in B.A. programs.

313. Change title and description to read:
Introduction to Statistics. *3 (either term, 3-1).
Introduction to the sociological application of statistics. The logic and interpretation of statistical concepts; measures of central tendency; variability and relationships; sampling and tests of hypotheses. Note: SOC 311 and SOC 313 may not both be taken for credit.

364. Change title and description to read:
Comparative Institutional Change. *3 (either term, 3-0).
Interrelationships among social institutions (technology, economy class, kinship, power structures, basic value patterns); comparative institutional structures and changes in Canada and other selected societies.

432. Change title and description to read:
The Development of Sociology I. *3 (either term, 3-0).
A survey of the origin and the development of classical sociological theory, with particular emphasis on Comte, Spencer, Marx, Durkheim and Toennies. Prerequisite: SOC 202 or 403.

13. EDITORIAL CHANGES & CORRECTIONS

41.2.1 General Information. The Faculty of Arts
Change the second sentence in the first paragraph to read: It offers instruction in the humanities, the social sciences, and the fine arts.
Change the program referrals in the second paragraph to read: 43.1.1 to 43.1.8, and 43.2 to 43.23.

41.2.3.b. Important Deadlines: Advance Registration
Insert (underlined): Continuing students in B.A., B.F.A., or B.Mus. programs: April 29.
Delete: Continuing students in B.F.A. or B.Mus. programs: June 13.

42.2(5)b. Amend heading to read: Second Year "Science Requirement." (addition of quotes)
Delete from full-session courses: Anthropology 392.
Add to single-term courses: Anthropology 392 and Slavics 403.

43.1.1(4) The Degree of B.A. with Honors
Delete: See 42.2(3).
Insert: Students should consult their Honors adviser.

EDITORIAL CHANGES & CORRECTIONS (cont.)

43.1.2 The Degree of B.A. (General)

43.1.2(1) Insert as the second sentence: A student must secure credit in at least eight Arts courses.

43.1.2(2)b. Compulsory courses.
Change the referral re jr. lab. science courses to read: 42.2(5)a. Revise the second sentence to read: A second natural science course; or a course in the philosophy of logic, epistemology, philosophy of science, or history of science; or a course which focuses primarily on scientific methodology is required in the second or third year (see 42.2(5)b).

43.1.2(2)c. Subjects of Concentration.
Revise second sentence to read: In the principal subject, a minimum of three courses is required, at least two of which must be senior courses; a maximum of five courses is permitted. Add as the final sentence: Students electing Biology as a second subject must present four full-course equivalents as per section 183.3 (para.2).

43.1.2(2)d. Insert new item as follows (the remaining items in this section to be renumbered):

d. Course Selection: Courses offered in the departments and/or subjects listed below will be accepted by the Faculty of Arts as a subject of concentration provided that the requirements stated in the preceding paragraph and the course prerequisite requirements are fulfilled:

Anthropology, Art, Asian Studies (Chinese, Japanese), Classics (Ancient History, Art, Classical Literature in Translation), Greek, Latin, Comparative Literature, Drama, Economics, English, Geography, Germanic Languages (German, Scandinavian), History, Linguistics, Mathematics, Music, Philosophy, Political Science, Psychology, Religious Studies, Romance Languages (French and/or French Canadian, Italian, Spanish, Romance Linguistics), Slavic Languages (Polish, Russian, Ukrainian), Sociology.

For additional information and advice consult the "Programs of Study" section of the respective departments (43.2-43.23).

Note: A reference to "Concentration in Polish" is recommended for insertion in the Calendar at this time, there now being a sufficient number of Polish courses to provide a minimum concentration in the B.A. (General) program.

43.1.2(2)f. Free Options.
[To be renumbered "g" in light of new item d. above.]
Change referral from 42.2(1) to 42.2(3).

EDITORIAL CHANGES & CORRECTIONS (cont.)

43.1.3 The Degree of B.A. (Special)

43.1.3(1) Insert as the penultimate sentence: A student must secure credit in at least eleven Arts courses.

43.1.3(2)c. Subjects of Concentration.
Revise second sentence to read: In the principal subject, a minimum of five courses is required, at least four of which must be senior courses; a maximum of eight courses is permitted.
Insert as the third sentence: In the second subject...five permitted.
Add as the final sentence: Students electing Biology as a second subject must present four full-course equivalents as per section 183.3 (para.2).

43.1.3(2)d. Insert new item as follows (the remaining items in this section to be renumbered):

d. Course Selection: Courses offered by departments will be accepted by the Faculty of Arts as a subject of concentration provided that the requirements stated in the preceding paragraph and the course prerequisite requirements are fulfilled and departmental approval has been secured. For additional information and advice consult the "Programs of Study" section of the respective departments (43.2-43.23).

43.1.3(2)f. Free Options:
[To be renumbered "g" in light of new item d. above.]
Change referral from 42.2(1) to 42.2(3).

43.1.4 Insert new item: The Degree of B.A. (Special) in East Asian Studies (the Calendar entry to be as stated on p.4 of the Committee's May 1976 Report to Arts Council)

Note: The existing Calendar entries 43.1.4-43.1.7 will be renumbered 43.1.5-43.1.8. The program referral following the "Certificate of Equivalence" will also be renumbered: 43.2 to 43.23.

43.2.2 Concentration in (subject).
(to 43.23) In light of the new items 43.1.2(2)d and 43.1.3(2)d, it is proposed that the Calendar statements for the individual departmental and/or subject concentrations be recast along the following lines:

43.2.2 Concentration in (subect) in
(1) The Degree of B.A. (General)
- a. See 43.1.2(2)d.
- b. Departmental recommendations, if any.

(2) The Degree of B.A. (Special)
- a. See 43.1.3(2)d.
- b. Departmental recommendations, if any.

43.4 Insert new item: Asian Studies (East Asian).
Department of History.

43.4.1 The Degree of B.A. (Special) in East Asian Studies.
43.4.2 Concentration in Chinese.
43.4.3 Concentration in Japanese.

EDITORIAL CHANGES & CORRECTIONS (cont.)

43.8 Insert new item (moved from existing 43.22):
East European and Soviet Studies.
43.8.1 Honors in East European and Soviet Studies.

43.17.3(b) B.A. Special in Psychology.
Correction: Statistics 225 should read Statistics 255.

43.22 Delete: East European and Soviet Studies
(Moved to 43.8 as noted above.)

43.23 The B.A. After a Previous Degree.
43.23.2(1) Revise second sentence to read: This may be the same as in the first degree. (Replaces "must not.")

44.1 Details of Courses: General Information.
Insert as the penultimate paragraph in this section: Some departments offer reading courses designed to fit the interests of advanced students not covered in the departments' other courses. Interested students should seek departmental assistance.

44.5 Revise heading to read: Chinese
Department of History.
Insert under 44.5.1 the Junior Chinese Courses.
Insert under 44.5.2 the Senior Chinese Courses.
Delete from the existing 44.5.2 the Junior & Senior Japanese courses (moved to new section, see 44.23 below).

44.10 Insert new item: East European and Soviet Studies.
[The 3 courses will be as stated on p.5 of the Committee's May 1976 Report to Council.]

44.20 Interdepartmental Courses
44.21 Interdisciplinary Studies
The Committee has approached each department that is involved in offering one or more of these courses to confirm the sponsorship, the registration responsibility, etc. The information will be recast in light of the responses.

44.23 Insert new item headed: Japanese
Department of History.
Insert under 44.23.1 the Junior Japanese Courses.
Insert under 44.23.2 the Senior Japanese Courses.

223. Awards: The Citadel Theatre Award
Reported for information: The Citadel Theatre has indicated that commencing in 1977 this award will be given to a student in the Department of Drama.

Respectfully submitted,

J. V. DeFelice

L. C. Green

R. J. Middleditch

E. Reinhold (Chairman)

A. M. Small

P. Swartz.

N.B. Existing departmental program statements and course listings will be renumbered in light of the section numbers assigned to Asian Studies and East European Studies, as will the Table of Contents.

ADDENDUM TO THE REPORT OF THE COURSE AND CALENDAR CHANGE COMMITTEE: AUGUST 1976

ANTHROPOLOGY

Course Change

ANTHR 535. Change note to read: Restricted to graduate students in Anthropology, Sociology, Political Science, or Economics. Prerequisite: Consent of the Department.

ART & DESIGN

Course Changes

ART 363
373
462
472
Delete co/prerequisite: ART 370.

ART 412
422
Delete prerequisite: ART 360.

CLASSICS

Course Changes

CLASSICS. Change the note preceding the junior courses to read: Only one of Classics 201 or 240 may be taken for credit.

LATIN 621. Change the prerequisite to read: 534.

CHRISTIAN THEOLOGY

Change in section referral

Revise the note to read: For courses in Christian Theology which will be accepted as Arts options, see 246.1.10 of the University Regulations and Information for Students Calendar.

COMPARATIVE LITERATURE

Course Changes

C LIT 455. Change prerequisite to read: A competent reading knowledge of one relevant language other than English; C LIT 200 or 300 or ENGL 200; C LIT 351 or 352 or ENGL 315 or 317 or equivalent.

C LIT 545. Change weight to read: 3-0.

DRAMA

New Course (ref. p.3 of the Course & Calendar Report)

DRAMA 505. It is proposed that this Honors Seminar be offered in 1976-77, although it will not appear in the Calendar until 1977-78.

GEOGRAPHY

Course Change

GEOG 588. Delete from the list of prerequisites: GEOG 420.
Substitute GEOG 470.

HISTORY

New Courses

HIST 531. Modern European Intellectual History. *6 (3-0). Restricted to graduate students. Prerequisite: Consent of the Department.

HISTORY

New Courses (cont.)

HIST 631. Modern European Intellectual History. *6 (3-0) Restricted to graduate students. Prerequisite: Consent of the Department.

NOTE: It is proposed that HIST 531 & 631 be offered in 1976-77 although they will not appear in the Calendar until 1977-78.

Course Changes

HIST 446. Delete from the list of prerequisites: HIST 322.
Substitute: HIST 342/343.

HIST 493
494
495
496

Substitute HIST 391/392 for the existing prerequisite HIST 390.

LINGUISTICS

New Course (ref. p.9 of the Course & Calendar Report)

LING 412. The course has been *withdrawn*.

ROMANCE LANGUAGES

Course Changes

R LIN 370. Delete from the list of prerequisites: R LIN 200.

R LIN 500. Delete from the list of prerequisites: LING 370.

SOCIOLOGY

SOC 341. Change the PSYCO prerequisite to read: PSYCO 260/261.

To: Dean R.G. Baldwin
Faculty of Arts

February 11, 1976

From: R.C. Smith, Chairman
Committee on Academic Standing

Re: Grade-point average required for Distinction.

Dear Dean Baldwin:

It has come to the attention of the Committee on Academic Standing that a considerable inflation has taken place in the percentage of students being granted the award of First Class Standing and being given Degrees with Distinction. The Registrar has suggested that this requirement be reviewed by the faculties "in light of the large number of First Class Standing awards, and Degrees with Distinction, currently being awarded." (Minutes of Executive Committee of GFC 14/July/75).

Our committee has investigated the number and percentage of Degrees with Distinction among the BA (General) and BA (Special) graduates from 1970 to 1975 (cf. statistical table) and has found that the percentage has more than doubled in these years, from 5.9 in 1969-70 to 10.8 in 1973-74 and 12.2 in 1974-75. This increase does not appear likely to decrease in the near future in the light of present grading patterns. A statistical survey of the increase in the number of awards of First Class Standing is not available from the Registrar's Office and is not at present available to the committee given our present resources.

On the basis of available information, therefore, the committee feels that the award of Distinction should require a higher grade-point average and that such an average should result in such an award to no more than 6 or 7% of a graduating class, at best. In 1973/74 a requirement of 7.8 would have resulted in Distinction for 5.4%. In 1974/75, a requirement of 7.8 would have resulted in Distinction for 6.1%. The committee is satisfied that raising the requirement is needed if the word Distinction is to have real meaning and that the requirement of a grade-point average of 7.8 would be in line with standards held from 1969-73.

We recommend, therefore, that:

1. The Faculty of Arts request General Faculties Council to raise the grade-point average required for the award of Distinction for B.A. (General) and B.A. (Special) graduates from 7.5 to 7.8.
2. The Faculty of Arts request the Registrar to keep statistical data regarding the award of First-Class Standing so that possible consideration may be given to raising the average required for this award as well.

I enclose a copy of the statistical table.

Sincerely,

R.C. Smith

RCS/mm
encl.

BA General and BA Special Graduates 1969/70 to 1974/75 session inclusive

SESSION	GRADUATES	NUMBER EARNING DISTINCTION	% OF GRADS EARNING DISTINCTION	Distribution by grade point average														
				7.5	7.6	7.7	7.8	7.9	8.0	8.1	8.2	8.3	8.4	8.5	8.6	8.7	8.8	8.9
69/70	692	41	5.9%	7	8	5	5	8	1	4	1	1	1					
70/71	738	46	6.2%	8	10	5	4	6	3	5	1	2	1			1		
71/72	730	46	6.3%	10	5	9	3	3	6	2	2	3		1	1	1		
72/73	719	48	6.6%	7	5	8	9	4	4	5	2	3	1					
73/74	730	79	10.8%	18	11	10	12	3	8	6	3	5	2	1				
74/75	669	81	12.2%	16	10	14	13	10	4	4	3	2	1	1	3			

March 17, 1976

REPORT OF THE FACULTY OF ARTS ACADEMIC PLANNING COMMITTEE

Re: Policy and procedures for the approval of interdisciplinary programs

1. The Academic Planning Committee is unanimous in believing that disciplines should come before interdisciplines. Our Committee has therefore rejected the idea that an interdisciplinary program may be used as a subject of concentration. At the same time our Committee believes that our Faculty would more fully serve its students and the community if it developed its potential in the area of interdisciplinary programs.

2. The Committee believes strongly that the Faculty and University should seek funds to make such developments possible. Additional counselling would have to be provided and departments would need to be compensated for their contributions of staff to such new programs as would be approved. It must be foreseen that in some cases additional staff would have to be appointed. The knowledge that such funds existed would certainly reduce the reticence of some departments to participate in the creation of new programs.

3. While the Committee thinks that it cannot impose new programs on departments, it does believe that it has a role to play in encouraging individuals and departments to pursue their developing interests, and in acting as a ways and means committee in defining new programs and in implementing them when defined and refined.

4. As for procedures, the Committee has defined criteria for the approval of proposed new programs. (See attached page.) The Committee sees the possibility of establishing new programs, within the existing framework of the B.A. (General) and the B.A. (Special), in such areas as Urban Studies, Administrative Studies, Family Studies, Study of the Child, Northern Studies, Spanish-American Studies, African Studies.

5. The Committee does not see the need for an elaborate administrative structure located in the Dean's Office, but believes that each new program should be administered by an interdepartmental committee whose chairman would report to the appropriate Associate Dean. For the Faculty Salaries and Promotions Committee, any such Chairman would receive credit for his time spent in this capacity.

Respectfully submitted,

B. R. Abu-Laban
E. J. H. Greene (Chairman)
R. R. Hett
R. E. McKown
J. O. Orrell
B. G. Rule
R. Silvester.

CRITERIA AND REQUIREMENTS FOR THE APPROVAL OF AN INTERDISCIPLINARY PROGRAM

I. The Need and Support for the Program

1. How does the proposed program contribute to the intellectual balance of the curriculum of the University?

2. Concrete evidence of support for the program
    - (a) from prospective students (estimates of numbers)
    - (b) from the community (persons and governments), where appropriate (is the need being adequately met in other accessible institutions?)
    - (c) from individual professors in the departments concerned and from department chairmen (give names)
    - (d) a documented indication of the size of the market for graduates of the proposed program, where appropriate.

3. A statement about the degree of overlap with existing programs.

II. Academic Requirements and Current Resources

1. Present sample programs of courses, showing existing courses and the new courses required, within the present requirements for the B.A. (General) and the B.A. (Special).

2. Justify the need for the new courses required and specify the costs of the staff, present or new, for these courses.

III. Administration

1. How would the interdepartmental committee be constituted?

2. What counselling services would be required and how would they be provided?

IV. Funding

1. Present a total budget for one academic year.

2. Indicate possible sources of outside funding (including a statement on which courses could be offered by the Evening Credit Program).

V. Review

The Committee will recommend that in all cases the program should be reviewed every five years.

REPORT
# of the ad hoc Committee on the Study of Film

Arts Faculty Council, in its meeting of August 26, 1975, referred the question of interdisciplinary co-operation in film studies to an ad hoc committee to be named later. That committee, formed in September 1975, presents its report for the consideration of Arts Faculty Council.

I

The members of the Committee are convinced that the study of film is a legitimate one, particularly in an age when the great majority of people are exposed to this medium in theatres and through television, and that the Faculty of Arts should organize and engage in such studies. Further, members of the Committee believe that the complex nature of film (including the elements that go into the making of films, and the aesthetic and critical study of films) requires its study within an interdisciplinary framework.

Courses and programs in film study are presently being offered at more than 80 colleges and universities in Canada, including, for example, the universities of British Columbia, Manitoba, Western Ontario, York and Carleton. The University of British Columbia provides a B.A. with a Major in Film/Television Studies, offered through their Department of Theatre. Manitoba offers an interdisciplinary program under the aegis of the English Department. York University offers a B.A. specialized honours in Film, administered through the Faculty of Fine Arts. Carleton University has just begun (this year) a major in film studies in the Faculty of Arts; this program is not involved in film production or practical film making, but with the theory, criticism, history and aesthetics of the production of films. These examples are listed simply to suggest the wide variety of courses and programs offered in Canadian universities, and the varied manner in which they are administered.

It should be noted, also, as an indication of the growing popularity and academic acceptance of such studies, that film educators and scholars from across Canada expect to organize the Film Studies Association of Canada during the meetings of the Learned Societies at Laval University this spring.

II

Over a number of months committee members have considered a number of possibilities, ranging from single courses to a full program of film study. During this time a number of departmental representatives informed the Committee that, because of budgetary restrictions, they would not be able to provide assistance to staff either courses or a program at present, although they continued to be interested in the eventual creation of such a program. For this reason, and also because no interdisciplinary or other courses (with one exception) now exist within the Faculty, and because the Committee feel it desirable to have such a program grow initially from the interest, and course offerings, of particular departments, or from courses run co-operatively by two or more departments, the Committee has decided not to present Arts Council with any formalized program at present. Rather, the Committee recommends that Arts Faculty Council establish a Standing Committee of the Faculty for the Study of Film, and further makes the following recommendations concerning that Committee:

that it be composed of people with a strong commitment to the study of film, and who would pursue the implementation of such studies with vigour and enthusiasm;

that the Committee would stimulate interest in the study of film, and encourage departments to offer particular courses when such appear feasible and desirable;

that proposals for the establishment of specific film-related courses should, after departmental discussion, be transmitted to the Standing Committee for its consideration and endorsation prior to consideration by Arts Faculty Council;

that the Committee would consider and make recommendations upon the participation of particular departments in specific inter-disciplinary courses;

that the Committee, composed of members representing departments with a major interest in film study, would protect the legitimate interests of all departments with regard to film study, so that no department would feel the need of viewing its interests as being endangered;

that, as the program developed, the Committee would have a part to play in seeking inside or outside funding for that program;

that, as the program developed, the Committee would become involved in the assembling of library and other resource materials.

III

To implement the above recommendations, the *ad hoc* Committee will ask Arts Faculty Council to pass the following motions:

(1) that the Faculty of Arts in principle supports the study of film;

(2) that the Faculty create a Standing Committee for the Study of Film, with a mandate based upon the guidelines listed above.

Stephen Arnold

James DeFelice

Robert R. Hett (Chairman)

David Jackel

Elwood Murray

Mary Sabatini

Roger Silvester.

March 30, 1976

ARTS FACULTY COUNCIL

Minutes of Meeting of February 15, 1977

2:00 - 4:00 p.m.

PRESENT: R. G. Baldwin (Chairman), S. M. Abu-Laban, K. O. Anderson, R. F. Anderson, S. Au, D. Barbour, D. E. Bessai, J. W. Bilsland, F. D. Blackley, W. A. Blanchard, E. D. Blodgett, C. K. A. Colter, A. B. Connell, J. A. Creore, J. D. W. Crowther, H. W. Cummins, R. J. E. d'Alquen, F. A. de Luna, O. P. Dickason, C. Q. Drummond, W. Eastman, D. Fearon, J. Freeman, R. Frucht, P. Gallivan, L. C. Green, H. A. Hargreaves, R. T. Harrison, D. Haynes, R. R. Hett, R. Hoffpauir, M. Jendyk, H. J. Jones, W. J. Jones, W. Jungkind, G. Kelly, D. J. Langdon, J. F. Lauber, E. Lechelt, H. Liebel-Weckowicz, J. A. MacIntyre, J. C. MacKenzie, G. Marahrens, M. L. Marckworth, E. Marxheimer, G. S. McCaughey, L. N. McKill, F. J. McMahon, W. A. Meilen, B. Mitchell, C. H. Moore, D. J. Moss, R. G. Moyles, A. M. Munn, S. R. Munro, J. M. Nelson, M. Norman, G. B. Peacock, R. A. Pendergast, T. M. S. Priestly, K. D. Prithipaul, E. Reinhold, B. L. Rochet, P. A. Rolland, M. Sasonkin, B. J. Silzer, O. F. G. Sitwell, R. C. Smith, R. A. Stangeland, R. A. Sydie, A. A. Thomas, R. Thornberry, M. Waida, E. H. Waugh, T. H. White, R. Whitinger, J. N. Wickenden, M. D. Wilkie, and C. R. Wilson.

1. Agenda Addition

Council agreed to add as the fifth item of the agenda a discussion of the exchange between the Provincial Government and the University Board of Governors regarding a two-tier fee structure (the motion to modify the agenda having been moved by Professor Green, seconded by Professor Frucht, and carried by the required two-third's majority).

2. Executive Committee Report: Meeting of February 3, 1977

[The report having been distributed prior to the commencement of the meeting, a copy is attached to the official Minutes only.]

Two items were removed for separate consideration.

2.1 Annual Report Dates Appropriate to Arts

The Executive recommendation was formally presented to Council on a motion by Professor Bilsland, seconded by Professor Crowther,

> THAT the deadline for submission of Annual Reports by members of the Faculty of Arts full-time academic staff be October 1 of a given year, and that the reporting period be September 1 - August 31.

The Executive recommendation was based on the grounds that the timing of the Annual Report should be as close as possible to the Faculty Salaries and Promotions Committee meeting (it being understood that Arts FSPC will continue to meet the first week of December). However, it was pointed out that under the proposed sequence the Department Chairmen would have only one month in which to receive the individual reports, conduct the necessary interviews (which, in the case of the larger departments, involve some 30-60 staff members), and submit their salaries and promotions work sheets to the Dean's Office (the Dean's Office having established a deadline of October 29, to allow sufficient time for the assembling and duplication of relevant material for FSPC). An amendment was therefore moved by

Professor W. J. Jones, seconded by Professor R. F. Anderson,

> THAT the deadline for submission of the Annual Reports be changed to September 1, and that the reporting period be August 1 - July 31.

Amendment carried
(motion, as amended, carried).

2.2 Request from the Department of Psychology re: Departmental Representation on Faculty Rehearing Committees

It was moved by Professor Bilsland, seconded by Professor Blanchard,

> THAT Council approve a request from the Department of Psychology that in electing its representatives to Arts Faculty Rehearing Committees the selection be made from the Department as a whole, i.e. that there be no differentiation between Faculty of Arts and Faculty of Science staff (this recommendation being in accord with existing procedures governing the representation of the Department of Psychology on the Faculty Tenure Committee).

Motion carried.

It was moved by Professor Smith, seconded by Professor Marahrens,

> THAT the Executive Report be approved by Council.

Motion carried.

3. Report of the Course and Calendar Change Committee

[The report having been distributed in advance of the meeting, a copy is attached to the official Minutes only.]

It was moved by Professor Reinhold, seconded by Professor Green,

> THAT the report of the Course and Calendar Change Committee be approved by Council.

Motion carried.

4. Classification of Courses for Administrative Purposes

At its meeting of January 30, 1976, the Executive Committee observed that the course listings in section 42.2(5) of the Calendar served no particular information function for the bulk of Arts students, other than in the specification of courses accepted to meet the Faculty's science requirement. The Executive therefore decided to strike from that section of the 1976-77 Calendar all classifications other than the science (its decision having been reported to Council on February 2, 1976). In doing so, however, the Executive recognized that there was need for a rationalization of the administrative classification of courses in the Fine Arts, Humanities, and Social Sciences (primarily because the Honors regulations stipulate that a student must take at least three courses not closely related to his or her subject of specialization). Assistant Dean Jendyk having been asked to review the existing classifications, her report was now before Council (copy attached to the official Minutes). Before moving acceptance of her recommendations, Professor Jendyk requested that the proposed designation of courses in the Natural Sciences (p.2 of report) be corrected to read:

> All courses offered by the Faculty of Science; and
> Anthropology 390 and 392 (also classified as Social Sciences).

It was then moved by Professor Jendyk, seconded by Professor Munn,

> THAT the revised list of course classifications be approved by Council.

In the consideration of the report, a number of items were singled out for special attention.

p.1 (a) The first consideration was the anomaly created by the request from the Department of Art and Design that its Art History courses be classified as "Humanities," and the request from the Department of Classics that two Art History courses (Classics 367/368) be classified as "Fine Arts." Discussion revealed that this entry in the report was the result of a misunderstanding between the Department of Art and Design and the Faculty Office: the Department's intention was that the primary classification of its Art History courses would continue to be "Fine Arts," and that the "Humanities" designation would only be entertained in the event of a dual classification of such courses. Under the circumstances, an amendment was moved by Professor Haynes, seconded by Professor Munn,

> THAT in the case of the Art History courses they be classified "Fine Arts."

Amendment carried.

p.1 (b) Council approved the special request from the Department of History that its courses be classified as both "Humanities" and "Social Sciences."

p.1 (c) Council accepted the recommendation that "although an official list [of course classifications] must be available for Honors advisers and students, it is not deemed essential that this appear in the Calendar; a manual for advisers, currently in preparation, will include the approved list." (Note: Council rejected a subsequent recommendation that the course classifications be listed in the Calendar for the information of B.A. (General) students, on the grounds that the classifications have no direct bearing upon the requirements of the generalist program.)

p.1 (d) Council accepted the recommendation that the matter of the "grandfather clause" be referred to the Arts Faculty Honors Committee.

p.2 An amendment was moved by Professor White, seconded by Professor Frucht,

> THAT Council defer the classification of courses offered by St. Stephen's and St. Joseph's Colleges, pending further information on the nature of the courses and their relevance to a particular category.

Amendment carried.

The vote was then taken on the main motion (as amended, and excepting the deferral).

Motion carried.

5. Approval in principle of FSPC Standards for Tenure, Increments and Promotion

Articles 6.07.2, 9.01.3, and 9.03.9 of the new Academic Staff Agreement stipulate that Faculty Councils will from time to time establish standards for tenure, increments and promotion. However, the Staff Agreement Review Committee has recommended to the Board of Governors, AASUA, and GFC that these articles be changed so that Faculty Salaries and Promotions Committees will establish the standards, these to be approved in principle by Faculty Councils. Anticipating acceptance of the Review Committee's recommendation, Arts FSPC met on February 7 to review (and reaffirm) the Faculty's existing criteria for salaries and promotion, and to establish standards for tenure. These guidelines having been submitted for Council's approval in principle, some members argued that the action was premature (there being as yet no final resolution of the issue whether Councils will themselves establish the standards, or whether they will simply be called upon to give approval in principle). Accordingly, it was moved by Professor Moyles, seconded by Professor McCaughey,

> THAT Arts Council defer discussion of the statements of criteria for tenure, increments and promotion until such time as the Board of Governors, AASUA, and GFC have dealt with the recommendation of the Staff Agreement Review Committee.

Motion carried.

6. Two-Tiered Fee Structure

The discussion centred upon the recent exchange between the Alberta Government and the Board of Governors, the Minister of Advanced Education having disregarded the views of the Board and introduced a two-tiered fee structure, which will require higher fees of foreign students. The rationale offered in a February 7 press release from the Minister's office was that "the fee differential is visible recognition of the efforts of generations of Canadians and Albertans who have contributed to our quality system of education." In response to the government's action, it was moved by Professor Green, seconded by Professor Sasonkin,

> THAT this Faculty Council wishes to express its disapproval of the Provincial Government's interference with academic autonomy in prescribing a two-tiered fee system without the agreement of the Board of Governors in apparent disregard of the Universities Act; on a discriminatory basis contrary to the spirit of the Bill of Rights; and by seeking to use the University as a tax-collecting agent to give effect to a government political decision.

Motion carried.

7. Adjournment

By general consent, on a motion by Professor Munn, seconded by Professor Sasonkin, the meeting was adjourned at 4:00 p.m.

Chairman.

ARTS FACULTY EXECUTIVE COMMITTEE REPORT

Meeting of February 3, 1977

1. Annual Report Dates appropriate to Arts
Deans' Council has proposed to the Board of Governors that faculties be given jurisdiction over the reporting period for Annual Reports, and that the time at which Salaries and Promotions Committees meet be a matter for individual FSPC decision. Since the General Promotions Committee will probably meet in the future on May 1, FSPC's can meet any time between December 1 and April 15, and Arts Faculty will likely continue to meet the first week of December. On the grounds that the timing of the Annual Report should be as close as possible to the FSPC meeting, the Executive recommends that the Arts deadline for the submission of Annual Reports be October 1 of a given year and that the reporting period be September 1 - August 31.

2. Request from the Department of Psychology re: Departmental Representation on Faculty Rehearing Committees
The Executive recommends that Council endorse a request from the Department of Psychology that in electing its representatives to Arts Faculty Rehearing Committees the selection be made from the Department as a whole, i.e. that there be no differentiation between Faculty of Arts and Faculty of Science staff. (Note: This recommendation is in accord with existing procedures governing the representation of the Department of Psychology on the Faculty's Tenure Committee.)

3. Request for Waiver of Final Examination in Italian 200, 1976-77
The request was denied, on the grounds that it did not constitute an exception in terms of Faculty policy established in May 1972, which is that there will be final examinations for all 200-level courses except where circumstances make it impracticable (as in certain Drama courses).

4. Appeal on behalf of Bernadette Kimmerly
On January 27, Ms. Kimmerly sought permission from the Student Program Office to register in Sociology 324, which was in effect a request to make a course substitution some 3 weeks after the deadline that governs Arts students. Ms. Kimmerly's request having been denied, the course instructor appealed the decision on her behalf. Having noted that there were no extenuating circumstances that made her a special case, the Executive could find no justification for the suspension of the Faculty regulation. The appeal was therefore denied.

5. Honors Committee Replacement
The Executive received and confirmed on behalf of Council the nomination of Professor C. M. Small as the History Department's representative on the Faculty Honors Committee (replacing Professor H. J. Jones).

REPORT OF THE COURSE AND CALENDAR CHANGE COMMITTEE, FEBRUARY 1977

The following material has been examined by the Committee, and is recommended for Council's approval and inclusion in the 1978-79 Calendar. [Note: Where specified, it is proposed that some of the new courses and course changes be implemented in 1977-78.]

1. CLASSICS

Course Changes

GREEK 527.	Delete prerequisite:	GREEK 526.
GREEK 531.	" "	GREEK 530.
GREEK 533.	" "	GREEK 532.
LATIN 537.	" "	LATIN 536.
LATIN 547.	" "	LATIN 546.
LATIN 549.	" "	LATIN 548.

Note: It is proposed that the prerequisites be waived in 1977-78, although they will not be deleted from the Calendar until 1978-79.

2. EAST ASIAN STUDIES

2.1 CHINESE

A. New Courses

CHINA 300. Basic Integrated Modern Standard Chinese. *6 (Second Term, 10L). Emphasis on reading, writing, and oral/aural skills. Prerequisite: CHINA 100 or consent of Department. Note: Designed for students whose first language is not Chinese.

CHINA 325. Calligraphy I. *3 (either term, 3-0). Introduction to the history of the Chinese and Japanese written languages and to basic vocabulary through brush writing and reading. Note: CHINA 325 and JAPAN 325 may not both be taken for credit.

CHINA 326. Calligraphy II. *3 (either term, 3-0). Study of historical changes in style and usage of characters through brush writing and reading. Prerequisite: CHINA 325 or JAPAN 325 or consent of Department. Note: CHINA 326 and JAPAN 326 may not both be taken for credit.

CHINA 403. Advanced Readings in Modern Chinese I. *3 (First Term, 3-0). Guided readings from Mao, Lu Hsun, Lao She and other writers since 1919. Prerequisite: Consent of Department.

CHINA 404. Advanced Readings in Modern Chinese II. *3 (Second Term, 3-0). Guided reading from Ren Min Jih Pao and other 20th century periodicals. Prerequisite: Consent of Department.

CHINA 441. Intermediate Literary Chinese I. *3 (First Term, 3-0). Advanced syntax of classical Chinese and readings from classical texts. Prerequisite: CHINA 342 or consent of Department.

CHINA 442. Intermediate Literary Chinese II. *3 (Second Term, 3-0). A continuation of CHINA 441. Prerequisite: CHINA 441.

CHINA 451. Topics in Early Fiction. *3 (either term, 3-0). A critical analysis of form and themes in pre-Republican prose. Prerequisite: Consent of Department.

CHINA 452. Topics in Modern Literature. *3 (either term, 3-0). A critical study of topics chosen from contemporary prose, poetry and drama. Prerequisite: Consent of Department.

CHINESE: New Courses (cont.)

CHINA 453. Topics in Early Drama. *3 (either term, 3-0). A critical study of some major plays from the Yuan, Ming and Ch'ing periods. Prerequisite: Consent of Department.

CHINA 454. Topics in Early Poetry. *3 (either term, 3-0). A critical study of form and meaning in classical Chinese poetry. Prerequisite: Consent of Department.

CHINA 481. Supervised Reading in Chinese I. *3 (either term, 3-4). Accelerated reading course primarily for senior or graduate students for special areas of need or interest. Prerequisite: Written consent of Department.

CHINA 482. Supervised Reading in Chinese II. *3 (either term, 3-4). Further accelerated reading for senior and graduate students. Prerequisite: Written consent of Department.

CHINA 581. Supervised Study in the Chinese Language I. *3 (either term, 3-4). Prerequisite: Written consent of Department.

CHINA 582. Supervised Study in the Chinese Language II. *3 (either term, 3-4). Prerequisite: Written consent of Department.

Note: It is proposed that CHINA 300, 325 and 326 be offered in 1977-78, although they will not appear in the Calendar until 1978-79.

B. Cancellation of Course

CHINA 102. Introductory Modern Standard Chinese II. (Replaced by CHINA 300.)

C. Course Changes

CHINA 101.
Change course number to: CHINA 100.
Delete from course title Roman numeral: I.
Change prerequisite to read: Consent of Department.
Delete from note: primarily.

CHINA 301.
Change prerequisite to read: CHINA 300 or consent of department.
Add note: Designed for students whose first language is not Chinese.

CHINA 302.
Change prerequisite to read: CHINA 301 or consent of Department.
Add note: Designed for students whose first language is not Chinese.

2.2 JAPANESE

A. New Courses

JAPAN 201. Conversational Japanese I. *3 (either term, 3-2). Elementary level conversational Japanese language. Note: JAPAN 100 and 201 may not both be taken for credit.

JAPANESE: New Courses (cont.)

JAPAN 202. Conversational Japanese II. *3 (either term, 3-2). Elementary level conversational Japanese. Prerequisite: JAPAN 201 or equivalent. Note: JAPAN 100 and 202 may not both be taken for credit.

JAPAN 300. Basic Integrated Modern Standard Japanese. *6 (either term, 10L). Emphasis on reading, writing, and oral/aural skills. Prerequisite: JAPAN 100 or equivalent.

JAPAN 307. Japanese Language for Readers of Chinese I. *3 (either term, 3-2). Integrated course in Japanese conversation and reading for persons who already read Chinese. Prerequisite: Knowledge of written Chinese. Note: Only one of JAPAN 100, 300, or 307 may be taken for credit.

JAPAN 308. Japanese Language for Readers of Chinese II. *3 (either term, 3-2). Integrated course in Japanese conversation and reading for persons who already read Chinese. Prerequisite: JAPAN 307 or equivalent. Note: Only one of JAPAN 100, 300, or 308 may be taken for credit.

JAPAN 310. Introduction to Classical Japanese. *3 (either term, 3-2). Introduction to classical Japanese grammar through the reading of some of the easier early literary texts. Prerequisite: Consent of Department.

JAPAN 325. Calligraphy I. *3 (either term, 3-0). Introduction to the history of the Japanese and Chinese written languages and to basic vocabulary through brush writing and reading. Note: JAPAN 325 and CHINA 325 may not both be taken for credit.

JAPAN 326. Calligraphy II. *3 (either term, 3-0). Study of historical changes in style and usage of characters through brush writing and reading. Prerequisite: JAPAN 325 or CHINA 325 or consent of Department. Note: JAPAN 326 and CHINA 326 may not both be taken for credit.

JAPAN 405. Readings in Classical Japanese. *3 (either term, 3-3). Advanced reading in classical Japanese literary, historical, and philosophical texts. Prerequisite: JAPAN 310 or equivalent.

JAPAN 406. Readings in Japanese Drama. *3 (either term, 3-2). Reading and cultural analysis in Japanese of selected works from early and modern eras. Prerequisite: JAPAN 402 or consent of Department.

JAPAN 407. Readings in Japanese Poetry. *3 (either term, 3-2). Reading and analysis in Japanese of selected works from early and modern eras. Prerequisite: JAPAN 402 or consent of Department.

JAPAN 410. Kanbun I. *3 (either term, 3-3). The reading of Chinese as Japanese. Prerequisite: Competence in reading modern Japanese.

JAPAN 411. Kanbun II. *3 (either term, 3-3). The reading of Chinese as Japanese. Prerequisite: Competence in reading modern Japanese.

JAPAN 481. Supervised Reading in Japanese I. *3 (either term, 3-4). Accelerated reading course primarily for senior and graduate students for special areas of need or interest. Prerequisite: Written consent of Department.

JAPANESE: New Courses (cont.)

JAPAN 482. Supervised Reading in Japanese II. *3 (either term, 3-4). Further accelerated reading study for senior and graduate students. Prerequisite: Written consent of Department.

JAPAN 581. Supervised Study in the Japanese Language I. *3 (either term, 3-4). Prerequisite: Written consent of Department.

JAPAN 582. Supervised Study in the Japanese Language II. *3 (either term, 3-4). Prerequisite: Written consent of Department.

Note: It is proposed that JAPAN 300, 307, 308, 325 and 326 be offered in 1977-78, although they will not appear in the Calendar until 1978-79.

B. Cancellation of Course

JAPAN 102. Introductory Modern Standard Japanese II. (Replaced by JAPAN 300.)

C. Course Changes

JAPAN 101.
Change course number to JAPAN 100.
Delete from course title Roman numeral: I.

JAPAN 301.
Change prerequisite to read: JAPAN 300 or equivalent.

JAPAN 302.
Add to prerequisite: or equivalent.

JAPAN 303.
Change prerequisite to read: JAPAN 300 or equivalent.
Change hours to read: 3-4.

JAPAN 304. Change hours to read: 3-4.

JAPAN 401. Change hours to read: 3-3.

JAPAN 402. Change hours to read: 3-3.

JAPAN 403.
Change course title to read: Readings from Japanese Journalism.
Change hours to read: 3-3.
Change description to read: Advanced reading from Japanese newspapers and magazines. Spoken Japanese required.
Change prerequisite to read: JAPAN 402 or consent of Department.

JAPAN 404.
Change course title to read: Readings in Japanese Prose.
Change hours to read: 3-3.
Change description to read: Advanced readings from fiction and social commentary. Spoken Japanese required.

Reported for information: The Calendar Committee recommended (and the East Asian Studies Committee agreed) that a proposal for the introduction of a series of Chinese and Japanese courses at the 600-level be withdrawn, there being as yet no firm proposal for a graduate program in these subject areas.

3. ECONOMICS

Program Change

43.9.1 HONORS IN ECONOMICS

Revise statement to read:

Entrance to the Honors Economics program will ordinarily take place at the end of the first year of university studies. Entrance may be granted by the Department at an earlier or later stage depending on circumstances. The normal requirements for the full four-year program are set out below. Variations in the program between years may take place provided that the appropriate course prerequisites are satisfied.

Variations with respect to the overall program requirements in Economics or other subjects may be recommended by the Department in cases of an unusually strong background in Mathematics, Statistics or other quantitative subjects, or in other special circumstances.

First year: Economics 201/2, one approved junior course in Mathematics, one course at the 200-level in English, and two options.

Second year: Economics 381/2, Economics 395/6 or an approved course in Statistics, an approved option in Economics, plus two options.

Third year: Three approved options in Economics, plus two options.

Fourth year: Economics 481/2, two approved options in Economics, plus two options.

Note A: Economics 407/8 and Economics 486/7 are recommended for students contemplating graduate school and/or professional work in Economics.

Note B: Supporting senior courses in Mathematics or Statistics are ordinarily suggested somewhere in the list of general options. Accounting 202 and 204 together are acceptable as an option at any stage in the program as are additional courses in Economics.

Students wishing to undertake a program in East European and Soviet Studies may register for Honors in Economics. By choosing options according to the program requirements set out by the Dean's office, a student may qualify to have the notation "East European and Soviet Studies" added to his record upon satisfactory completion of his program.

4. HISTORY

A. New Course

HIST 387. Canada's Relations with East Asia. *3 (either term, 3-0). A survey of Canada's contacts with China, Japan, Korea, and Vietnam from the mid-nineteenth century to the present.

Note: It is proposed that HIST 387 be offered in 1977-78, although it will not appear in the Calendar until 1978-79.

B. Course Change

HIST 358. Change description to read: A survey from the end of the Napoleonic Wars to the mid-twentieth century.

C. Change in Introductory Statement (44.18)

Change preamble to read: Only one of History 200, 201, or 202 may be taken for credit.

5. ROMANCE LANGUAGES

A. New Courses

FREN 499. Directed Reading. *3 (either term, 3-0) or *6 (3-0). Designed to meet the needs of individual students. Prerequisite: Any 300-level French or French-Canadian course.

FREN 599. Directed Reading. *3 (either term, 3-0) or *6 (3-0). Designed to meet the needs of individual Honors or Graduate students. Prerequisite: Consent of Department.

B. Course Changes

ITAL 300. Add note: Students who have completed Italian 200 must have special permission from the Department in order to enrol in this course.

ITAL 480. Change prerequisite to read: Consent of Department.

Respectfully submitted,

J. V. DeFelice

L. C. Green

R. J. Middleditch

E. Reinhold (Chairman)

A. M. Small

P. Swartz.

Report to the Faculty Executive Committee on CLASSIFICATION OF COURSES

Administrative classification of courses as "Fine Arts," "Humanities," "Social Sciences" and "Natural Sciences" is primarily of significance for the B.A. Honors program, which specifies the following regulation:

> 43.1.1(4): A student is not permitted to confine his studies to one discipline; during his first three years he must take at least three courses not closely related to his subject of specialization, i.e. a student specializing in a subject administratively classified as a "Humanity" must take at least three courses classified as "Fine Arts," "Social Sciences" or "Natural Sciences" ..... (etc.)

Departments in the Faculties of Arts and Science offering B.A. Honors programs have reviewed the current classification (listed in the 1975/76 Calendar 42.2(3)), and a revised list is attached for Faculty approval. The Arts Faculty Honors Committee has been provided with a preliminary revised list, and comments invited; since the principle remains unchanged it is not deemed essential to refer this report to that committee for further consideration.

The following points require consideration:

(a) The reasonableness of the anomaly created by the request from the department of Art & Design that Art History courses be classified as "Humanities," and that from the department of Classics that two Art History courses (Class 367/368) be classified as "Fine Arts." Since the other Fine Arts departments have classified all courses as "Fine Arts" it would, in the interests of unification, be helpful if Art and Design courses remained in the classification of "Fine Arts."

(b) The special request from the department of History that all its courses be classified as both "Humanities" and "Social Sciences." While this would require careful handling in the observance of the Honors program requirements, it is not considered to be a serious problem; therefore, it is recommended that this request be approved.

(c) The Calendar Statement: The 1975/76 calendar included the classification-of-courses list under section 42.2; however, it is more appropriate that this reference be made in section 43.1.1 which relates to the Honors program requirement. Although an official list must be available for Honors advisers and students, it is not deemed essential that this appear in the calendar; a manual for advisers, currently in preparation, will include the approvad list. It is recommended that the calendar statement 43.1.1(4) should refer students to the department concerned for information.

(d) The Grandfather's Clause: this will be applicable and it is recommended that this matter be referred to the Arts Faculty Honors Committee.

Respectfully submitted,

M. F. Jendyk,
Assistant Dean.

Attachment: Revised List

January 1977.

CLASSIFICATION OF COURSES

The following represents a revised list of classification of courses, for administrative purposes.

FINE ARTS

Art & Design (except Art History courses listed under 'Humanities')
Classics 367/368
Drama
Music

HUMANITIES

Art & Design: Art 200; 301; 302; 303; 304, 400, 401; 402, 403; 404; 405; 406, 407; 503/504
Asian Studies: Chinese, Japanese
Biblical Literature (St. Stephen's College)
Classics (except courses listed under 'Fine Arts' and 'Social Sciences')
Comparative Literature
English
French & French Canadian
German
Greek
Hispanic Languages & Literature
History (N.B. also classified as 'Social Sciences')
Italian
Latin
Old & New T. Lit. (St. Stephen's College)
Philosophy
Polish
Religious Studies (except courses listed under 'Social Sciences')
Romance Linguistics
Russian
Scandinavian
Slavics
Ukrainian

SOCIAL SCIENCES

Anthropology (N.B. Anthr 390; 392/- also classified as 'Natural Science')
Christian Theology (St. Joseph's College)
Classics 230/231/241/250/251/363/364/365/366/369/370/ 371/372/459/461/462/463/464/465/466/467/468/469/470/471/472/473/474/475/521; 601; 602
Economics
Geography: courses listed in the Arts Calendar
History (N.B. also classified as 'Humanities')
Linguistics: courses listed in the Arts Calendar
Political Science
Psychology: courses listed in the Arts Calendar
Religious Studies: Relig 310/322/374/375/390/460; 462
Sociology

NATURAL SCIENCES

All courses listed in the Science Calendar.

Including:
Anthro 390; and 392/- (also classified as 'Social Sciences')

January 1977

ARTS FACULTY COUNCIL

Minutes of Meeting of May 13, 1977

2:00 - 5:15 p.m.

PRESENT: R. G. Baldwin (Chairman), B. R. Abu-Laban, S. M. Abu-Laban, K. O. Anderson, R. F. Anderson, S. H. Arnold, M. I. Asch, R. F. Ayling, V. A. Becker, J. W. Bilsland, W. A. Blanchard, N. E. Bonvalet, C. J. Bullock, A. D. Cairns, F. D. Clandfield, J. A. Creore, J. D. W. Crowther, R. J. E. d'Alquen, J. V. DeFelice, F. A. de Luna, O. P. Dickason, D. H. Dinwoodie, C. Q. Drummond, W. Eastman, E. Egert, G. M. Farmer, G. F. N. Fearn, J. F. Forrest, J. V. Freeman, H. A. Hargreaves, B. L. Harris, T. F. Hartnagel, D. H. Haynes, R. Hoffpauir, R. C. Jacka, M. Jendyk, W. J. Jones, H. Kreisel, J. F. Lauber, H. Liebel-Weckowicz, J. A. MacIntyre, J. C. MacKenzie, G. Marahrens, M. L. Marckworth, J. G. Marino, E. Marxheimer, F. J. McMahon, W. A. Meilen, P. A. R. Monod, C. H. Moore, R. G. Moyles, J. M. Nelson, N. J. Parker-Jervis, G. B. Peacock, T. L. Powrie, T. M. S. Priestly, K. D. Prithipaul, E. Reinhold, P. A. Robberecht, P. A. Rolland, G. H. Schaarschmidt, A. Scott-Prelorentzos, R. A. Shiner, R. A. Silverman, R. Silvester, B. M. Smith, R. C. Smith, R. A. Stangeland, P. Swartz, U. Trumpener, M. Waida, E. H. Waugh, J. N. Wickenden, M. D. Wilkie, B. W. Wilkinson, and C. R. Wilson.

1. Minutes of Meeting of February 15, 1977
   On a motion by Professor R. C. Smith, seconded by Professor Marahrens, the Minutes were adopted as circulated.

2. Board of Governors [reported for information]
   Professor B. L. Evans of the Department of History has been elected by University-wide ballot to serve a three-year term on the Board of Governors.

3. Executive Committee Report
   [The report having been distributed in advance of the meeting, a copy is attached to the official Minutes only.]

   Supplementary Information

   3.1 Course and Calendar Change Committee
   Dean Baldwin reported that the Executive had found it necessary to make additional nominations, the following having been named as replacements (and having agreed to serve):

   M. F. Bauer, Economics
   A. A. Carlson, Philosophy
   G. S. Peacock, Art and Design.

   3.2 ad hoc Committee on Advance Registration
   The Committee is now composed of the following members (there being as yet no student nominations):

   E. Egert, Germanic Languages (Chairman)
   R. J. S. Grant, English
   J. Moore, Art and Design
   R. A. Silverman, Sociology

   Resource:
   L. P. Morgan, Registrar's Office
   V. A. Stobee, Student Program Office.

3.3 Curriculum Committee Report: B.A. (Special) Designations on Transcripts and Diplomas
In recommending against B.A. (Special) designations, the Curriculum Committee Report suggests, among other things, that the distinction between an Honors program and a B.A. (Special) in an interdisciplinary or multidisciplinary field lies in the nature of the courses. Council was reminded that there is also a differentiation in the GPA which is required for the two degrees.

It was moved by Professor d'Alquen, seconded by Professor Marahrens,

THAT the Executive Report be approved by Council.

Motion carried.

4. Spring Graduands
[The CAS and Honors Reports having been distributed at the start of the meeting, copies are attached to the official Minutes only.]

4.1 Report of the Committee on Academic Standing
It was moved by Professor R. C. Smith, seconded by Professor Monod,

THAT Council approve the recommendations in the CAS Report as they pertain to awards, degrees and special certificates for students in Arts Faculty and the Collège St. Jean.

Motion carried.

It was moved by Professor R. C. Smith, seconded by Professor Stangeland,

THAT Council approve the recommendations of the CAS in the special cases for the Collège and for the Faculty (ref. pp.9, 10 & 11 of the report).

Motion carried.

Note: A list of students who failed to meet the requirements for their degrees was received in confidence for Council's information.

4.2 Honors Committee Report
It was moved by Professor Marckworth, seconded by Professor Jendyk,

THAT Council approve the Honors Committee Report.

Motion carried.

5. Report of the Course and Calendar Change Committee
[The Report having been distributed in advance of the meeting, a copy is attached to the official Minutes only.]

It was moved by Professor Reinhold, seconded by Professor DeFelice,

THAT the Report of the Course and Calendar Change Committee be approved by Council, excepting History 364 and 464 (these courses having been removed for separate consideration, in light of a jurisdictional dispute with the Department of Economics).

A. Corrections

p.3 IN ST 300. Add to prerequisite: or Art 200.

p.4 MUSIC 534. Change term to read: Second Term.

p.5 RELIG 313. Revise description to read: A study, with the help of audio-visual materials, of the religions of India through the art and architecture of Hinduism, Buddhism, Jainism and Islam.

p.7 ROMANCE LANGUAGES. The note regarding 1977-78 implementation applies to Part B only.

p.8 SOC 363. Add to the end of the description: in work settings.

SOC 368. Delete from the end of the description: emphasis on comparative studies. Substitute: reference to cross-national studies.

The vote was taken on the report, as corrected, and excepting HIST 364 and 464.

Motion carried.

B. Courses Removed for Separate Consideration: HIST 364 and 464

[Note: Prior to the debate Council was given a summary of five new courses on Economic Development proposed by the Department of Economics, it being noted that these courses have not yet been examined by the Calendar Committee. The list was received for information, in light of its purported relationship to the History submission.]

It was moved by Professor W. J. Jones, seconded by Professor de Luna,

> THAT HIST 364. History of American Economic Life and HIST 464. Topics in the History of American Economic Life be approved by Council (on the understanding that the courses will be offered in 1977-78, although they will not appear in the Calendar until 1978-79).

Speaking to the motion, Professor Jones, the Chairman of the Department of History, said that courses in Economic History are "perfectly typical courses of any History Department," and that his Department has been teaching such courses for many years (an existing course, HIST 340. Social and Economic History of Europe, being one of the oldest courses in the History Department). Professor Jones added that the Department of History felt there had been adequate consultation with the Department of Economics on the matter of the jurisdictional dispute (in accord with the 1961 GFC resolution), that it was convinced of the legitimacy of its proposition, and that it was therefore recommending Council's approval of HIST 364 and 464.

Responding to a request for clarification of the challenge to these courses, Professor Wilkinson, the Chairman of the Department of Economics, explained that the field of Economic History has been "very much a part of the teaching of Economics in many institutions in Canada and the United States," and that his Department has a number of existing courses in this area (offered under the label of Economic Development). Professor Wilkinson added that his Department's assumption was that the History courses will involve economic analysis and it therefore took the position that the necessary background should be provided by the

Department of Economics. Professor Wilkinson recommended that there be further discussion between the two departments, with the aim of working out a compromise arrangement.

It was then moved by Professor Waugh, seconded by Professor d'Alquen,

> THAT HIST 364 and 464 be referred back to the Course and Calendar Change Committee for consideration of joint listing.

The wisdom of referring to Committee was questioned by Professor Jones, who reminded Council that there had already been extensive consultation between the two departments and that there had been no meeting of minds on the issue. Professor Jones also stressed that in the teaching of the Economic History courses his Department was not dealing with the same substance as the Department of Economics.

Motion to refer defeated.

The vote was then taken on approval of HIST 364 and 464.

Motion carried.

> Note: In the course of the debate, Professor Shiner, the Chairman of the Faculty Curriculum Committee, said that his Committee had detected a fairly widespread feeling among staff members that the structures of the Faculty militate against the development of interdisciplinary work of a kind such as Economic History, and that it will be commenting on this issue in a separate report to Council.

C. Reconsideration of the Cancellation of English 190

On the grounds that he had not had an opportunity to speak to this section of the report, Professor K. O. Anderson moved a rescinding motion, which was seconded by Professor Reinhold,

> THAT the cancellation of English 190 be reconsidered.

Motion carried.

Professor K. O. Anderson, who is a member of the Faculty of Engineering, urged the retention of English 190. Fundamentals of Writing, on the grounds that it is a single term extra-faculty option which can readily be accommodated in the Engineering program. He contended that the equivalent course, English 210. English Literary Forms, is not really identical in nature, and that in any event it would be difficult for Engineering students to register in this full-year course (the Engineering program being entirely composed of single-term courses).

In response, Professor R. F. Anderson, the Chairman of the Department of English, explained that his Department had offered English 190 for three years on an experimental basis, that the Department did not regard the experiment as successful, and that it was moreover expensive. The Department's recommendation was therefore that the course be withdrawn. Professor Anderson added that he had discussed with Dean Baldwin and with Dean Adams of Engineering alternative means of dealing with the problem of Engineering students who are deficient in English, and that Dean Adams did not preclude the possibility that such students may in the future be required to make up the deficiency outside the normal Engineering schedule, say, for example, by means of an Evening Credit course. Finally, Professor Anderson said that the other Faculties involved in the experiment have recommended, and in one case required, that their students take English 210, the full-year course having a more appropriate weight and duration for achieving the end to make the students literate as readers and as writers.

The question was put on the recommendation in the Report of the Course and Calendar Change Committee:

THAT English 190 be cancelled.

Motion carried.

Reference was then made to a March 7 memo from the Chairman of the Course and Calendar Change Committee, in which departments were asked to conduct a review of their course descriptions, program statements, etc., with a view to making the Calendar more meaningful to the student constituency. Professor Reinhold reported that some responses have been received, and indicated that more would be welcome (the final deadline for submissions for the 1978-79 Calendar being July 1, 1977).

6. Curriculum Committee Report on Extra-Faculty Options

[The March 22 report and May 13 addendum having been distributed in advance of the meeting, copies are attached to the official Minutes only.]

The report and addendum were presented by the Chairman of the Curriculum Committee, Professor Shiner, who drew Council's attention to a factual mistake on p.2 of the report, there having in fact been five petitions for a third extra-Faculty course, three of which have been upheld and two denied. It was then moved by Professor Shiner, seconded by Associate Dean Blanchard,

THAT the Curriculum Committee recommendations be approved by Council:

I. THAT the existing legislation governing extra-Faculty options be continued without term;

II. THAT the Student Program Office review within the next few months, and on a continuing basis every three years thereafter, the list of proscribed courses which was originally drawn up in 1973 (in light of the regulation that the free options must not duplicate, in central content, courses in the Faculties of Arts and Science);

III. THAT up to one full extra-Faculty course or equivalent may be permitted to count towards the Canadian Content part of the requirements for the B.A. in Canadian Studies, provided that the course is on the list of Canadian Content courses approved by the Canadian Studies Committee.

Motion carried.

7. Standards for Tenure, Increments and Promotion [ref. item 5, 15/2/77]

The FSPC criteria were previously brought before Arts Council in February 1977, the Staff Agreement Review Committee having at that time recommended to the Board of Governors, the AASUA, and GFC that Faculty Salaries and Promotions Committees establish standards for tenure, increments and promotion, these to be approved in principle by Faculty Councils. Discussion of the statements was, however, deferred, Arts Council having learned that the GFC Executive would move against the recommendation that approval by Councils be in principle only. The latter qualification having been defeated by GFC, the Staff Agreement Review Committee proposed instead that standards be established by Faculty Salaries and Promotions Committees, these to be approved by Councils. This change, which has already been accepted by GFC in principle, has been discussed by the Staff Association and will shortly be put to a ballot vote (so that the change is in process, although not yet a formal part of the Staff Agreement). In light of this information, and because the Faculty must have an approved set of criteria before judgements can be made on Annual Reports (Council having in February 1977 established September 1 as the new deadline for submission of these reports), the FSPC criteria were once again presented to Arts Council, it being understood that Council could either approve or disapprove of the documents, but that it could not itself amend them (although Council could of course refer them back to the FSPC with advice).

7.1 Standards for Tenure

It was moved by Associate Dean B. R. Abu-Laban, seconded by Professor Egert,

> THAT the FSPC statement of standards for tenure be approved by Arts Council.

Council was advised that the tenure statement (a copy of which is attached to the official Minutes) constitutes a new document which is based primarily on the criteria found in Part I of the new Academic Staff Agreement, the FSPC having added additional information on the processes of evaluation. It was also noted that the tenure and the increments and promotion documents may overlap in some respects, but that there are no inconsistencies between the two documents. In any event, the intention is that the documents be applied as two separate and distinct statements of criteria.

There was virtually no debate on the tenure statement, other than a suggestion that some departments may see fit to provide for their staff members further amplification of what falls within the realm of "creative work" (it being understood that the examples cited in para.4 of the document are not intended to be a limitation).

Motion carried.

7.2 Standards for Increments and Promotion

It was moved by Associate Dean B. R. Abu-Laban, seconded by Professor Trumpener,

> THAT the FSPC statement entitled "Summary of Criteria for the Evaluation of Academic Staff" be approved by Arts Council.

Council was advised that the statement (a copy of which is attached to the official Minutes) is a summary of a 16-page document which was distributed in 1974 to all full-time members of Arts Faculty, the FSPC having consulted with Department Chairmen in the preparation of the longer document and having conducted a hearing at which individual staff members were given an opportunity to provide input. (Note: The 1974 distribution was simply for the information of staff members, there being at that time no requirement that Councils approve the standards established by FSPC's.) Council was also advised that the criteria are in accord with those listed in the new Staff Agreement, and that the series of general guidelines by which the FSPC evaluates a staff member's performance incorporates the notion of flexibility in weighting the criteria (it being understood that the primary emphasis is on teaching and research).

The debate was opened by Professor Marino, who drew Council's attention to a statement on p.8 of the 1974 document: "Although, in the short run, not all research leads to publication (performance/exhibition), it should be explicitly stated that the Faculty expects the fruits of research activity to materialize in formal publication." Professor Marino saw as the crucial point the distinction to be made between research activity and publication. He challenged the use of publication as the sole criterion of research or creative activity and, in support of his position, quoted at length from an article authored by Professors F. E. L. Priestley, and H. I. Kerpneck , which was published in December 1976 by the Association of Canadian University Teachers of English, and which reads, in part: "Most real scholarship has to be the product of long years of detailed work, much brooding, and some leisure. . . . The whole system of making publication, and especially early publication, a criterion of scholarship is pernicious. As any experienced scholar knows, excellent productive scholars have always been rare, and will continue to be rare. . . .The real needs of the university and its students are served only to a small degree by what he may publish. If he is well read and deeply concerned with his university teaching, he will have an inquiring mind and will naturally be engaged in research and scholarship, not necessarily for publication, but as a continuation of his own studies, the satisfaction of his own curiosity." On the basis of these comments, Professor Marino moved, seconded by Professor Marxheimer,

> THAT the 1974 document and the summary be referred back to the FSPC for reconsideration of the words "and publication" wherever they occur.

The immediate reaction was that the referral motion was premature, members of Council not yet having had an opportunity to express their views about the criteria as a whole. Under the circumstances, Professor Marino voluntarily withdrew his motion (Council having given unanimous consent), on the understanding that it would be reintroduced later in the meeting.

Professor Marino's reference to the 1974 statement of criteria led to an examination of the relationship between that 16-page document and the two-page statement which was before Council (it being understood that the former would continue to be the working document of the FSPC). Dean Baldwin assured members that there is a consistency in the standards and principles enunciated in the two sets of criteria, but that it was open to Council to approve the longer document if it saw fit. Council was also asked to bear in mind that the extended document is composed of numerous examples and illustrative components, but that these are by no means exhaustive (that is to say, the FSPC is not precluded from using other kinds of information).

In the discussion which followed, Council addressed itself to ways in which the two-page summary could be made more specific, in terms of the evaluation of teaching and research. An amendment was moved by Professor MacIntyre, seconded by Professor Bullock,

> THAT in the summary of standards the components referred to in III.b be specified for Council's information. ("Teaching will be assessed qualitatively in terms of a range of important components.")

Amendment carried.

Accordingly, the 13 examples listed on p.7 of the 1974 statement of criteria were incorporated into the document before Council:

i) Ability to communicate in class and through correction of assignments;
ii) Versatility in ability to teach small-enrolment as well as large-enrolment classes;
iii) Coverage of subject matter;
iv) Teaching of new courses;
v) Out-of-class counselling, advising and supervision;
vi) Involvement at different levels in the undergraduate and graduate programs;
vii) Involvement in graduate supervision (quality and quantity);
viii) Substantiality of teaching load;
ix) Creativity and innovation;
x) Awareness of new developments in specialty area(s);
xi) Usefulness as a resource to colleagues;
xii) Production of teaching aids such as textbooks, tapes and models;
xiii) Adherence to procedures established by the University for the responsible conduct of a course.

The listing of these illustrative components gave rise to the question whether, unless staff members attend each other's classes and come together to discuss teaching methods and innovation, there can really be an effective mechanism for the qualitative evaluation of teaching. Dean Baldwin replied that the FSPC does in fact hear instances of creative teaching that are known to a given Chairman or elected member of the Committee (although it will obviously not have access to information on the day-to-day teaching activities of each and every staff member). Council was also advised that the GFC Committee on Improvement of Teaching and Learning will shortly be presenting a document which addresses this particular issue.

On the grounds that the two-page summary had now become a more comprehensive document, an amendment was moved by Professor R. C. Smith, seconded by Professor Creore,

> THAT the words "Summary of" be removed from the statement of criteria now before Council.

Amendment carried.

A further amendment was moved by Professor Kreisel, seconded by Professor Lauber,

> THAT in III.c of the statement the "important indicators"

for the qualitative assessment of research/creative activity and publications/performance be introduced for consideration by Council.

Amendment carried.

Accordingly, the 9 examples listed on p.9 of the 1974 statement of criteria were incorporated into the document before Council:

(1) Usually Primary in Importance:

- i) Involvement in research or creative projects;
- ii) Presentation of research papers at professional meetings;
- iii) Involvement in commissioned assignments or contract research;
- iv) Development of new research techniques and procedures;

(2) Usually Secondary in Importance:

- v) Activity as a research or artistic consultant, assessor or reviewer for private and/or public agencies;
- vi) Holding of editorial office;
- vii) Service as a manuscript reader for publishers and journals;
- viii) Service as an external examiner;
- ix) Reception of research or Arts grants.

Council having by the series of amendments demonstrated its preoccupation with the longer 1974 document, it was moved by Professor Asch, seconded by Professor Shiner,

> THAT the statement of criteria to be considered by Council include the 1974 document headed "Criteria for the Evaluation of Academic Staff assessed for Promotions and Increments," together with the two-page index to these criteria.

Amendment carried.

Council having resolved that the two-page statement serve as an index to the larger document, it was moved by Associate Dean Blanchard, seconded by Professor Kreisel,

> THAT the earlier amendments to the two-page statement of criteria be rescinded, so that this document will be retained in the summary form in which it was originally presented to Council.

Amendment carried.

At this point Professor Marino reiterated the position he had taken at the start of the meeting: that short-term enforced publication is not helpful to scholarly research, nor to teaching, nor can it be used in any way as a criterion for a person's scholarly grasp of his field. On these grounds, Professor Marino moved, seconded by Professor Meilen,

> THAT the 1974 document and the summary be referred back to the FSPC for reconsideration of the words "and publication" wherever they occur.

Motion to refer carried.

Council was then reminded that the FSPC had already expended a considerable amount of time and energy on the development of a set of criteria, and that the preparation of the 1974 document involved extensive consultation with the Faculty as a whole. The referral back to Committee was, moreover, lacking any specific advice or direction, other than the sentiments expressed by Professor Marino. In light of this reminder and of the fact that the normal time for adjournment of the meeting (5:00 p.m.) had now elapsed, it was moved by Professor Asch, seconded by Professor Marxheimer,

> THAT at the earliest possible convenient time a special meeting of full Council be called to explore in greater detail the issue that has been referred to the FSPC for reconsideration.

Motion carried.

8. Adjournment

By general consent, the meeting was adjourned at 5:15 p.m.

Chairman.

FACULTY OF ARTS EXECUTIVE COMMITTEE REPORT: MAY 1977

1. Student Appeals

1.1 Name Withheld

The student was originally admitted to the B.A. (General) program in August 1976 as a transfer student from the Faculty of Science, conditional upon his making up a matriculation deficiency in a language other than English. At that time he was granted credit toward the B.A. degree for a number of courses taken during his enrolment in the Science Faculty, including credit for a grade of 3 in English 210. The admission was in error on two counts: (1) the student, who is a "Double Category C student," was not directly admissible to Arts Faculty (normally a year must elapse before such admission is entertained), and (2) such students are not normally permitted a grade of 3. The August 1976 transfer to Arts Faculty was ultimately deferred for other reasons, the student having decided that it would be in his best interests to complete the balance of his program requirements and then tackle the language other than English. He therefore returned to the Faculty of Science (which does not invoke that particular matriculation requirement), believing that if he selected the appropriate Arts options and performed satisfactorily during the 1976-77 Winter Session, he could then present those courses in fulfillment of the B.A. (General) requirements (so that in effect he would apply for admission to Arts Faculty in the Spring of 1977 and concentrate solely on the makeup of the matriculation deficiency). The assumption was essentially correct, excepting the matter of the grade of 3 in English 210. On reapplying to Arts Faculty, the student was informed that the earlier admission was in error, and that he would now be required to complete a full-year junior English course. He appealed that ruling on the grounds that the earlier advice had affected his program, and appeared before the Executive to plead his case. Given the extenuating circumstances, the fact that there had been a noticeable improvement in his academic record in the past year, and the fact that he must offer additional proof of performance in the language other than English, the Executive upheld the appeal.

1.2 David Snable

Mr. Snable sought permission to take the remaining half-course in his B.Mus. program as a Visiting Student at the University of Toronto, on the grounds that he will be spending the summer months at his home in Toronto and that it would be less expensive to complete the course while he is living with his family. The Executive did not see in this particular request sufficient grounds for exception, it being noted that Mr. Snable was clearly aware of the requirements of the professional Music program, had already received more than normal credit for work elsewhere, and must in any event return to the U. of A. to do his graduating recital. The appeal was denied.

2. Committee Replacements

2.1 Academic Planning Committee

The appointment to the APC of Professor B. G. Rule of the Department of Psychology was extended for a one-year term (i.e. to June 1978), so that there will be continuity of membership on the Committee during the course of its study of Faculty workloads.

2.2 Committee on Academic Standing
Professor P. Runquist of the Department of Psychology was nominated to serve a three-year term as Chairman of the CAS (replacing Professor R. C. Smith, of the Department of Classics, whose term of office will expire on June 30). A further appointment being necessary to bring the Committee up to full strength, the Executive nominated Professor M. Jendyk of the Department of Drama.

2.3 Course and Calendar Change Committee
Replacements are required for outgoing members J. V. DeFelice of the Department of Drama, L. C. Green of the Department of Political Science, and A. M. Small of the Department of Classics. The Executive nominated Professors F. C. Pier of the Department of Music, K. C. Taylor of the Department of History, and N. J. Parker-Jervis of the Department of English (subject to their willingness to serve).

2.4 Executive Committee
The following staff members were elected by Faculty-wide ballot to serve on the Executive Committee: H. Kreisel, Comparative Literature; R. C. Macleod, History; and J. A. Sybesma-Ironside, Art and Design.

3. ad hoc Committee on Advance Registration
Arts Executive Council having on April 12 approved the establishment of a committee of enquiry to look into the value of advance registration, the following were named by the Executive:

E. Egert, Germanic Languages (Chairman)
H. A. Hargreaves, English
J. Moore, Art and Design
R. A. Silverman, Sociology
J. R. Wilson, Classics.

4. Curriculum Committee Report
B.A. (Special) Designations on Transcripts and Diplomas
Arts Executive Council at its meeting of April 12 approved the recommendation of the East Asian Studies Committee that the B.A. (Special) with concentration in East Asian Studies be labelled as such on documents pertaining to both degree and certificate students (this recommendation having been supported by the Executive, on the grounds that the B.A. (Special) in East Asian Studies is exceptional in its degree of concentration). The Curriculum Committee having been asked by the Executive to consider the broader question whether or not all B.A. (Special) concentrations should be labelled, its Chairman reported as follows:

> In general, we wish to affirm support for not including on the transcripts and diplomas of B.A. (Special) students the name of the primary subject of concentration. Our feeling is that to do so will give the impression that the student has taken a specialised programme of study in a particular field, and that such an impression will be misleading. The characteristic Honours degree of a Canadian University is indeed such a specialised programme of study, involving often not merely a controlled structure of courses in a particular subject, but specified areas of ancillary study also. The B.A. (Special) student need have no more concentration in any given area than a B.A. (General) student. Even if

> a B.A. (Special) student takes the permissible maximum of 8 courses, there is still possible here a randomness of choice which is normally excluded from the professional training of an Honours programme. We share somewhat the misgivings of the [1970] Moore Committee that even the 'Special' in the "B.A. (Special)" is a mite misleading, but, again like the Moore Committee, can think of nothing any better. To entitle the degree "B.A. (Special)" with no statement of area seems a tolerable compromise serving the purpose of distinguishing the degree both from the B.A. (General) and from the B.A. (Honours) in some specified field.
>
> Notwithstanding the above, we also feel that degrees in an interdisciplinary or multidisciplinary field such as East Asian Studies do represent a different case. They do constitute a programme of controlled and structured concentration in a field of enquiry not captured by traditional disciplinary distinctions. The distinction from an Honours programme lies in the interdisciplinary or multidisciplinary nature of the programme's specialisation, not in the fact that it lacks any specialisation or structure. We accept that the B.A. (Special) format is a very useful vehicle for the pursuit of an interdisciplinary or multidisciplinary programme. In order that justice may be done to the professional and specialised nature of the knowledge acquired in such programmes, we consider it entirely appropriate that a student's transcript and diploma should bear the name of the special interdisciplinary or multidisciplinary field in which the student's work has been done. Thus we do not sense any inconsistency in recommending inclusion of the name in one case and not in the other. Two basically different kinds of academic programme are involved, despite their both coming for administrative purposes under the umbrella of the B.A. (Special) degree.

This report was received for information, and with the concurrence of the Executive.

5. Procedures for Election of Students to Arts Council and their Appointment to Faculty Committees
The Executive received from Mr. J. Carter, a student member of Arts Council, a proposal that the procedures governing student representation on Council and its committees be reviewed, Mr. Carter having recommended that such appointments should not necessarily be made at one particular time of the year (i.e. Spring election to Council and Fall appointment to committees). The proposal was taken under advisement, the Executive having noted that the particular issue raised by Mr. Carter was in fact debated by Council in March 1974, at which time Council decided that in the event the first call for nominations and elections does not produce any student members, the seats will remain vacant for the year. In any event, there are now some positive signs of the development of an Arts Students' Association, and the Executive will therefore await representations from that body.

6. Provision for Withholding Copies of Final Examinations from Students' Union
On March 28, 1977, GFC adopted in principle the policy that final examination papers in all undergraduate courses (in all sessions) are henceforth to be made available by departments to the Students' Union, which will collect

them (2 copies of each) in order to make them accessible to students. Provision having also been made for Faculty Councils' establishing procedures "for approving the withholding of a final examination paper where appropriate," Dean Baldwin will consult with the Department Chairmen about the categories of examinations to be withheld and the reasons for withholding them, and will summarize the findings for Arts Council's consideration.

7. Approval of Minutes of Arts Executive Council Meeting of April 12
In accord with procedures adopted by the Faculty, the Executive approved the Minutes of the Arts Executive Council meeting of April 12.

See also: Exec. Committee
June 14, 1977, item 2

REPORT OF THE MAY/77 MEETING OF THE FACULTY OF ARTS COMMITTEE ON ACADEMIC STANDING

1.1 Recommended for the John MacDonald Gold Medal

HARDER, Cameron Richard

1.2 Recommended for the Degree of Bachelor of Arts (Special) with Distinction

ARNASON, Marion Belle
BAILEY, Valerie Faith
CHILIBECK, Lorne J.
CLENNIN, Donald Edward
CROFT, Donald Charles
DELL, Michael Keith
EBERT, Rainer William
FOSTER, Thomas John
GARIEPY, Richard G.
GREEN, Jeannine Marie
HEDINGER, Catherine A.
IRELAND, Richard George
JAMES, Harlan Bruce
JOYCE, Anthony Slater
KOPAK, Richard William
MAIER, Gerhard
MARUSIAK, Pauline R.
MILLIGAN, Wayne Douglas
NELSON, Kim Susan
RENAUD, Philip Joseph
REYNOLDS, Michael Thomas
ROSE, Eve Blanche
RUSSELL, Catherine Julia
SCHUELKE, Thomas George
SCRAGG, Linda Susan
SHEPPARD, Marianne Barbara
SKOG, Vivian Audrey
SMITH, Kenneth Malcolm
ST. LUKE, Laureen L.
VAN DE KLEUT, Walter

1.3 Recommended for the Degree of Bachelor of Arts (Special Certificate) with Distinction

MACKENZIE, Colin John

1.4 Recommended for the Degree of Bachelor of Arts (Canadian Studies) with Distinction

CRIBBS, Susan Freda
DOVER, James Brian

1.5 Recommended for the Degree of Bachelor of Arts (General) with Distinction

ADAMSON, Lorraine M.
ALDER, Douglas Lars
AU, Anne Norma
BARRETT, Tom Charles
BERGE, Sharon Laura
BIGG, Marlene Emily Elizabeth
BLAIR, John David
BOUTIN, Irene Helen
BUCHANAN, Jan Elizabeth
BUMBAK, Ivan Bohdan
CARATOZZOLO, Marie Germaine
COOPER, Richard D.
CUBRILO, Radojka Rada
DAHL, Allan Edward
DEMCOE, Cameron Graham
DI PINTO, Genuino
ELLS, Jane Ardythe
FAUGHT, Jane Elise

Recommended for the Degree of Bachelor of Arts (General) with Distinction (cont.)

GILROY, Robert Kenneth
GINTER, Joel Robin
GLAISTER, Nancy Ellen
GOEDE, Nancy Louise
GOERZEN, Hildegarde Susanne
HARDER, Cameron Richard
HENNING, Mary Jane
HONEY, Gordon Douglas
JOHNSON, Catherine Anne
JOHNSON, Lucie Marie
KERR, Beatrice Germaine
KOLAR, Bozena Irena
KOOP, Dora Jean
LINGNAU, Martin
LINT, Gail Ellen
LOGAN, Keren Joan
LUCK, George Charles
MacPHERSON, Jane Dorothy
MICHALICKA, Susan
MOROWICZ, Jolanta
NOEL, Denis Roger
RICHMOND, Valerie Ann
RUSSELL, Wendy Lynn
SAVARYN, Michael Joseph
SCIUR, Gary Dennis
SELBY, Laurence Charles
SHOCTOR, Marshall Neil
SMITH, Philip Reginald
SPANGELO, Cindy Ruth
STANFORD, Allan Frank
TURNER, Steven Hubert
WATT, Doreen Greeta
YAKE, Gordon Gerrard

1.6 Recommended for the Degree of Bachelor of Arts (Special)

ALBAS, Andrew Fawcett
ARMINAS, David John
ARMSTRONG, Merelie Adele
ASCHER, Avery Claire
BASSETT, Deborah Rose
BURROWS, Norma Jean
CAIN, Stephen Robert
CHASMAR, Leslie John
DAGENAIS, Broch Ian
DEAN, Ann
DeLONG, Kathleen May
DIEBEL, Susan E.
DOUGLAS, Janice Marlene
DUKE, Garry Michael
ELGERT, William Michael
EVANS, Lori Joan
GIBEAU, Monique A. M.
GRANT, Alastair Mackenzie
HARCOTT, James L.
HAWRELAK, Lawrence Nicholas
HOLLAND, Grant Joseph
JOHNSON, Paul Edwin
JONES, Lynn Marie
JUZWISHIN, Donald William
KIMMERLY, Bernadette Anne
KLINGLE, James Paul
KOESTER, Charles T.
KUHARCHUK, John Mark
LANDRY, Cameron Ross
LATHAM, Patrick Alfred
LINTZ, Greg John
LO, Kwok Chee Enoch
MACKIE, Michael Andrew
MANIERE, Marilyn
OSLUND, Gordon Garth
OWEN, Daniel Clifford
PAQUETTE, Wayne G.
POIRIER, Darryl Roy

Recommended for the Degree of Bachelor of Arts (Special) (cont.)

RAMMAGE, Linda Ann
REIMANN, Edith Hazel
RODGER, William Randall
SCHESNUK, Richard Joseph
SCHMIDT, Gregory Bernard
SHIU, Robert Chi Kwong
SIMONSON, Wayne Clifford
STEWART, Lorraine Gail
STEBELSKY, George Jerry
SULLIVAN, Patrick V.
SUTHERLAND, Ian R.
TAITINGER, Jerrold Ryan
TATARCHUK, John David
WEEKS, Graham Neil
WHITE, Sharon May
WONG, Won Yee
WORLD, Charles Robert
WRIGHT, Andrea Ellen
ZUKOWSKY, Rosalind Dale

1.7 Recommended for the Special Certificate (equivalence of B.A. Special)

BROWN, Vera
GARRY, Robert Gordon
JAGER, Theodore John
KOSHMAN, Darcy Walter
KRYSA, Cathryn Anne
MALOWANEY, James Richard
McKENNA, Wayne Joseph
NASLUND, Colin Harold
PATTISON, David V.
PETLEY-JONES, Mary Katherine
RIVERS, Phillip Anthony
ROSS, Elsie Catharine
RUTT, Diana Christina
SLOAN, Larry Robyn
WALDAL, Deborah Karen
ZAYCHUK, Dianne Lynn

1.8 Recommended for the Degree of Bachelor of Arts (Canadian Studies)

GORMAN, Douglas
PATTERSON, Laura Marie
REID, Farol Jean
RUBULIAK, Sharon Marie

1.9 Recommended for the Degree of Bachelor of Arts (General Program)

ALLEN, James Brian
ALLISON, Glen F.
ALOISIO, Eliana M.
AMBROCK, Leslie Gaye
AMMANN, Judith Faith
ANDREWS, Twyla Dare
ANKERMAN, Patricia Marie
ANTONELLO, Terry William
BAKER, Bryan Edward
BARKWELL, Grant W.
BARTER, Roy Graham
BASARABA, Barry M.
BEATTIE, Patricia Gail
BEAUCHAMP, Elizabeth Joan
BEDNAS, Marianne Elaine
BENINCASA, Louis
BERGE, Keith Edwin
BERRY, Sylvia Ann
BERRY, Victoria Jean
BILSKY, Sidney Robert
BLANCHARD, Susan Frances
BLANCHET, Linda R.

Recommended for the Degree of Bachelor of Arts (General Program) (cont.)

BLOMBERG, George E.
BORLE, Alvin Wilfred
BRADBURY, James Hilton
BRADSHAW, Thomas Scott
BROSSEAU, Deborah Ann
BULAT, Barbara Diane
BROWN, Julie Ann
BROWN, Katherine Lois
BRUCKS, Oran Wilson
BUECKERT, Conrad Michael
BULLOCK, Deborah Sue
BUNDZIAK, Roman
BURGESS, Shelley Ann
BURKE, Lesley Jane
BURKE, Phillip Curtis
CAIRNS, Paul McDonald
CARR, Brad Allan
CARRIGAN, Catherine Joan
CHAMPION, Brian Alan
CHAN, So Ying Serina
CHEUNG, Sik-Fai Stephen
CLANCY, Patricia Anne
CLARK, Bonnie Dale
CLARK, Cynthia Jean
CLARK, Kathleen Mary
COLAK, Alice Jelica
COLLINS, Maggie Faye
COLTER, Janet Leslie
CORDELL, Adele
COWDERY, Rebecca Alice
CRONIN, Randall Gerard
CUPIDO, Barbara E.
CURIAL, Marie Blanche
CURRY, Robert Thomas
DANFORTH, Kenneth Robert
DAVIDSON, Fern D.
DAVIS, Darrell J.
DAWSON, Donna Mae
DAY, Maureen Patricia
DEAGLE, Kenneth A.
DECKERT, Allen H.
DeCOSSE, Bernard Roland
de JONG, John Gerald
DESNOYERS, Linda Mary
DHARAMPAUL, Sabita Seeromanie
DICK, Bernard Roy
DIETRICH, Angela Ruth
DORISH, Bonnie Charlotte
DUGGAN, Patricia Anne
DUNWALD, Neil William
DUTEAU, Andre Marc J.
DYKAU, Dennis Willi Christian
EAGLESON, Sonia R.
EBBERS, Ronald John
ERNST, Harry Willi
EWASUK, Maxine Violet L.
FAMINOW, Fern M.
FANTIN, Richard A.
FAULKNER, William Morrow
FEDORUS, John Alexander
FELDBERG, Donna Gail
FIORILLO, Tony Peter
FISHER, Thomas Harold
FLEIHAN, Adel Amine
FOOTE, Laurie Louise
FORREST, Kathleen Margaret
FRASER, Sheila Elizabeth
FREDERICK, Ina-Ann
FREDERICK, Michael R.
FRICKER, Lillie Edith

Recommended for the Degree of Bachelor of Arts (General Program) (cont.)

FRY, Larry Elwin
GALLAGHER, Colleen Joy
GIBSON, Paul Malcolm
GILLESE, Kevin E.
GOERTZEN, Murray James
GOLDBECK, Robert P.
GOODWIN, Lawrence Vernon
GORMAN, Jane Elizabeth
GORMLEY, Michael Alexander
GOSCHE, Lesley Anne
GRAEFE, Regina
GRAF, Kim
GRANDE, Anita
GREIG, Merrilyn Maude
GROBERMAN, Sandra Elaine
GRUDE, Tore Martin
GRUSZCZYNSKI, Alicja B.
GRYNAS, Richard Henry
GURLOCK, Randolph Bruce
HAM, Arlene Gladys
HAMMER, John Joseph
HANNA, Karen Nadine
HARGREAVES, Kary Bruce
HARRIS, Roy Allan
HARTLEY, Ronald Scott
HARVEY, Joanne Lee
HEATH, Robert Lyle
HECK, Brian Dennis
HEISLER, Mary Lee
HELLAND, Laurel Kirin
HENDERSON, William Frank
HENSCH, Timothy Grant
HEYDEMANN, Reinhild
HEYE, Roanda Lorain
HILL, Carolyn Mae
HINES, Edward Andrew
HO, Cynthia Ann
HODGSON, Cathy Louise
HODGSON, Diane Irene
HOERGER, Werner
HOFER, Roger
HOFFMAN, Katrina
HOHENSTEIN, Heinz Sieghard
HOWARD, Robert Charles
HOWELL, Douglas Arthur
HUGHSON, Murray G.
HUI, Chee Ying E.
HURST, Susan Dale
INFANTI, Luigini Pelegrino
INGLEE, William K.
IRVINE, James M.
JAKOBSEN, Ann
JAMES, Nada Gay
JARRATT, Martin J.
JOHN, Beno George
JOHNSON, James Frederick
JONES, Wendy Stewart
KALKAN, Walter
KARPA, Ihor Roman
KASTEN, Raymond Richard
KAVANAGH, Elizabeth Gertrude
KELLY, Brian Michael
KELLY, Debra Florence
KENT, Norma Gladwyn
KILLORAN, Joseph Benedict
KIMBALL, Rita Marie
KIMMITT, Randall Patrick
KING, Desmond Robert
KIRKPATRICK, Ian Dawe
KINDERWATER, Francis Steven

Recommended for the Degree of Bachelor of Arts (General Program) (cont.)

KLINGER, Harry Ernest
KO, Daniel
KOEHLI, Brian Ernest
KNOLL, Kerry John
KOVATS, John Christopher
KOZUB, Patricia D.
KREISEL, Philip Simon John
KRETZEL, Gerald R.
LAMB, James Edward
LANGE, Brenda Mary
LAWRANCE, Stephen Alex
LAWRENCE, William Logan
LAZURENKO, Sharen G.
LEDER, Johanna Arielle
LEFSRUD, Gwendolyn Elizabeth
LEMESSURIER, Willa D.
LESLIE, Joanne Ellen
LEUNG, Hing Ho Simeon
LEUNG, Suiping Jeany
LEWIS, Peter Russell
LIRONDELLE, Mary Grace
LOUGH, David Thomas
LOYER, Darrell Henry James
LUKAT, Manfred Helmut
LURZ, Anita Karina
MA, Angela Kam Yiu
MacDONALD, Mary Catherine
MacDONALD, Susan Margaret
MacINNIS, Kenneth David
MAH, Benny
MAISONNEUVE, Judy Anne
MARANO, Nancy Mary
MARCINKOWSKI, Heidi Jane
MARR, Colleen Patricia
MARRIOTT, Michelle Karen
MASTROMATTEO, Janice Ann
MATTHEWS, Diana Louise
McALLISTER, Sean Neal
McCALLUM, Emily Jean
McCOY, Linda Ray
McDONALD, Robert Fredrick Charles
McDONOUGH, James Edward
McHARG, David Wesley
McHUTCHION, Susan Diane
McINTOSH, Barbara Lynne
McKENZIE, Brigitte L. A.
McKENZIE, Ian Scott
McVEA, Cecilia Anne
MERCER, David Brian
MILEWICZ, William C.
MILLER, Joshua Daniel
MOISAN, Michele
MOK, Edith Wai Key
MOK, Shu Yan
MONDOR, Jeannette Valerie
MORGAN, Joanne Christine
MORIE, Michele Barbara
MOUNTFORD, Michael William
NELSON, Brian Leroy
NELSON, Ronald David
NENN, Eileen Margaret
NORRIS, Bruce Neil
NORTON, Laurel Allyson
NOVAK, Larry Thomas
O'HARA, Catherine Joan
OHM, Peter Earl Carl
OKE, David Robert
OLYNYK, Jane Marie
OUIMET, Carole Alice
PANTZER, William H.
PALMQUIST, Patricia J.
PAPROSKI, Donna Louise

Recommended for the Degree of Bachelor of Arts (General Program) (cont.)

PAPROSKI, Patrick Steven
PARKER, Bill Ray
PATCHEFF, Greta Miriam
PAUL, Lloyd Leslie
PEDERSON, Larry Verne
PENONZEK, Kenneth W.
PERKINS, Glen Wayne
PERRIS, Guy Mark
PETERSON, Brian Lorne
POON, Joanne
POPLAWSKI, Ted Henry
POWER, Peter Patrick
PRITCHARD, James Prescott
PRYCE, Sherrin June
PUNKO, Louise Anne
RAFLANT, Jenifer Lou
RAMSAY, Keith John
REHMAN, Christine Fay
REID, Edith Elaine
REYNOLDS, Kenneth V.
RITCHIE, Linda Louise
RITTER, Michael Peter
ROBERTS, William Michael
ROSSALL, Jonathan Peter
ROURKE, Joanne Sheila
RUDYK, Ihor V.
SANTIN, Peter Louis
SCHLECKER, Lynn Elizabeth
SCHMAUDER, Gerhard
SCHNEIDER, Jimmy Darrell
SCHUBERT, Roy Herman
SEDLEY, Rosemary Antoinette
SELBY, James Irwin
SHELL, Douglas Harry
SHORT, Joel Eugene
SIENIUC, Dianne Halina
SLAVIK, Theresa Marie
STACKHOUSE, Karen Jane
STECYK, Andrew Dmytro
STENBERG, Laura Marie
STERN, Allan Edward
STEWART, Margot Mae
STIEBRITZ, Brigitte A.
STILLGER, Hans Peter
STIRLING, Barbara Louise
SUTHERBY, Barry Allan
SZETO, Michael Man Shan
TAFT, Kevin Edwards
TAILLEUR, Daniel Joseph
TAM, Byron Fuk Sang
TAM, Winnie Ching Ching
TAMAGI, Frederick James T.
TAN, Avelina
TARNOWSKI, Donald Leo
THOMAS, Keith Benedict
TRIBE, George Charles
TUTTLE, Timothy Joseph
UNDERDAHL, Debbie Mae
VANROODSELAAR, Christine Mary
WALL, Katherine Dee Anne
WALMSLEY, Mavis Jean
WARD, George Richard
WARTENBE, Morgan Foster
WIEBE, Dan William
WIEBE, Raymond Jacob
WILKINSON, Larry Russell
WILSON, Betty Ann
WITTEN, Stephen N.
WOLFE, Pamela Dawn
WOLFF, Kim Ronald
WOLOSCHUK, Gerard Cornelius
WONG, Eden Hing Yip

Recommended for the Degree of Bachelor of Arts (General Program) (cont.)

WURTS, Brian David
YAKIMYSHYN, Bernie Allan
YOUNG, Lisa Taylor
YU, Chung Kei Priscilla
YUEN, Helen Po-Ying
ZINNAGL, Robert Ernest

1.10 Recommended for the Degree of Bachelor of Fine Arts with Distinction

COHEN, Faye Patricia (Drama)
SZYNKOWSKI, Stanislaw (Art & Design)
WONG, Rebecca Jamie (Art & Design)

1.11 Recommended for the Degree of Bachelor of Fine Arts

ASKARSADA, Vera (Art & Design)
BARKER, Marion Gail (Art & Design)
BOYD, Hamish S. (Drama)
CHAN, Chi Mei May (Art & Design)
COOPER, Kathleen Marie (Art & Design)
DARLING, Patricia E. (Art & Design)
DOUGLAS, Garth (Art & Design)
DUTKIEWICZ, Dwight C. (Drama)
FRENCH, Norma Jean (Art & Design)
GOSLEY, A. Timothy (Drama)
HARGREAVES, Vicki Lee (Drama)
HARRIS, Wendy Sheva (Drama)
KAVANAUGH, Sylvia F. (Art & Design)
KLAR, Irene Mary (Art & Design)
KOCH, Laura Anne (Art & Design)
LAM, Kam Sang (Art & Design)
LANE, Dale Brent (Drama)
MORISSETTE, Gilles Romeo (Art & Design)
OWEN, Helen Seka (Art & Design)
OZUBKO, Christopher (Art & Design)
SCHMOLKE, Karin Winnifred (Art & Design)
SMOOLE, Eleanor Joan (Art & Design)
SZASZKIEWICZ, Cecile (Art & Design)
TUCK, Gregory Girdwood (Drama)
ZOBOSKI, Roxanne Louise (Art & Design)

1.12 Recommended for the Degree of Bachelor of Music with Distinction

HUGHES, Neil Rutherford
LANDRY, Michel Camille
ROSEN, Robert Joseph

1.13 Recommended for the Degree of Bachelor of Music

ARCHER, David Cameron
CHARD, Allyn Louise
CURRY, Jeffrey Paul
GAVINCHUK, Sandra J.
GILMOUR, Randi Lynn
HANTKE, Heather M.
HOLSWICK, Judith Anne
HUANG, Cheung-Chun Pamela
JAHNS, Douglas Eldon
JOWETT, Katharine A.
MARKSTROM, Kurt Sven
McCORMICK, John Harvey
McLEAN, Barbara Jean
MERCER, Carlene Sayoko
NIKOLAI, Monica Dagmar
ROBERTSON, Donna Jean
SMOLEC, Elizabeth Helen
TOWNEND, Roy William
VAASJO, Dianne Lynn
ZWOZDESKY, William Eli

ADDENDUM

The Committee on Academic Standing checked the records of the following COLLÈGE UNIVERSITAIRE ST. JEAN students at the request of Dean F.J. McMahon and recommends them for the degree indicated:

Bachelor of Arts (General Program) with Distinction

PAYNE, Deborah Margaret

PERRY, David Richard

Bachelor of Arts (General Program)

CARON, Philomène Grace

FORTIN, Denise

GAULIN, Agathe Pierrette

MacDONALD, Helen Anne

MANDEVILLE, Françoys

McPHAIL, Barry Wayne

NEWMAN, Irène Merele

REES, David John

STEWART, Elizabeth Jessie

TURCOTTE, Joanne Monique

Special Cases, Collège Universitaire St. Jean

BINOTTO, Dovilio Marcello

This student completed first year at a junior college in British Columbia and was admitted with five advance credits, including Psychology. He was permitted to take Psychology 309/360 as his junior laboratory science on the grounds that his counsellor thought that any laboratory science could be used to meet this requirement. The Committee on Academic Standing recommends that he be allowed to graduate, notwithstanding the lack of an approved junior laboratory science in his program.

CAMPBELL, Michel Raymond

This student completed first year at a Quebec university and was admitted with five advance credits, including Psychology. He was permitted to take Psychology 309/465 as a junior laboratory science because the counsellor thought that any laboratory science could be used to meet this requirement. The Committee on Academic Standing recommends that he be allowed to graduate, notwithstanding the lack of an approved junior laboratory science in his program.

SPECIAL CASES

1. Recommended for Distinction

Bachelor of Music Program: Section 16.4.3 of the University Calendar states that "in the BFA and B.Music programs, the candidate is normally required to carry a full course load in each of the last two years." On the recommendation of the Chairman of the Department of Music, the Committee on Academic Standing recommends that the following students receive the Bachelor of Music degree with Distinction, notwithstanding the fact that they have not met the requirement for a full course load in the last two years of their programs:

SCRAGG, Jennifer Eileen

Miss Scragg earned a ten course grade point average of 7.6 on her last ten courses, with a course load of four and a half courses in her third year and five in her final year. She earned first class standing in her fourth year and has made a particularly noteworthy contribution to the public performance program of the voice/opera division, over the last two years.

LONGWORTH, Anne Catherine

Miss Longworth earned a grade point average of 8.4 on her last ten courses, with a course load of four courses in her third year and four and a half courses in her final year. Her reduced course load is due to her advance credit from two years in the B.A. program. All her work has been of an exceptionally high standard with an overall gpa of 8.4 for the twenty courses of the Bachelor of Music program.

2. Recommendation that a student who received a B.A. (General) degree in May 1969 be granted Distinction retroactive to that date

MALINOWSKI, Janusz Stanley

Mr. Malinowski received a B.A. (General) degree from this University in May 1969. He was a very good student and was allowed to take six courses in his second and third years, giving him a total of seventeen courses at the end of the 1968-69 session. When his graduation average was computed, two courses, each with a grade of 8, were declared extra to his program and he received his degree without Distinction. In February 1977, the Dean received a letter from Mr. Malinowski pointing out that an arbitrary selection of courses to be declared 'extra' to his degree had resulted in his not receiving Distinction and asking that the matter be reconsidered. The Committee on Academic Standing, after a careful review of his record, recommends that Arts Faculty Council grant him Distinction retroactive to 1969.

3. Not recommended to receive degrees at Spring Convocation 1977

BAILEY, Bruce K.

Mr. Bailey enrolled in the B.A. (General) program in the 1973/74 session and completed the year with unsatisfactory (Cat. B) standing. At the end of his second year his standing was again unsatisfactory and he was required to withdraw. He was admitted to the University of Calgary

BAILEY, Bruce K. (cont.)

in the 1975/76 session and completed a year of studies with satisfactory standing. He was readmitted to this Faculty for the 1976/77 session and registered in the third year of a B.A. (Special) program in Psychology. At this point, his program included more than five courses in his principal area of concentration. In November 1976, he transferred back to the B.A. (General) program, dropping a non-Psychology course. In January 1977 he made a further adjustment to his program by change of registration. In February it was brought to his attention that he had five and a half courses in his principal area of concentration and thus did not meet the curriculum requirements of the B.A. (General) program.

The Committee on Academic Standing denied his appeal that he be granted a B.A. (General) degree, on the grounds that he had had ample opportunity to adjust his program and that a student is responsible for the completeness and accuracy of his own registration.

ROSS, John Murray

Mr. Ross received a B.A. (General) degree in the Spring of 1976 and enrolled for the B.A. (Special) Certificate program in September 1976. He registered for a program that would give him five and a half courses in Psychology, his principal area of concentration. He then made a series of registration changes during the period November 1976 to January 1977, all approved by his advisor and by the Dean's office. In February it was brought to his attention that he had only four and a half courses in his principal area of study. The Department of Psychology declined to support his appeal that he be granted the B.A. (Special) Certificate of Equivalence, notwithstanding this discrepancy. The Committee on Academic Standing agreed with the Department's view that a student is responsible for the completeness and accuracy of his own registration and denied Mr. Ross' appeal.

CONFIDENTIAL

Students who failed to meet requirements for their degrees:

B.A. (Special)

BOOTH, William John - failed the language requirement

B.A. (General)

BOTHWELL, Allan Keith - failed single-term course in area of concentration
BURNS, Martha Jean - failed two single-term courses
CABLE, Robin Garth - failed full-session course
CHAPELSKY, Margaret Louise - failed single-term course in area of concentration
CORBY, Jane Susan - failed single-term course in area of concentration
COSTELLO, William Everett - failed single-term course in area of concentration
CROWELL, Sylvia - failed three single-term courses
DAVIS, Sandra Ann - failed single-term course
FLANAGAN, Sean Daniel - failed two single-term courses
FORBES, Margaret E. - failed two single-term courses
HA, On King Alva - failed single-term course in area of concentration
HUDEMA, Alan B. - failed single-term course in area of concentration
IDLAND, Karen Marie - failed single-term course
KEELER, Roger H. - failed two single-term courses and a full-session course
KRISCH, Gregory Allan - failed single-term course in area of concentration
LANGEVIN, Allan Lawrence - failed two single-term courses in area of concentration
LOADMAN, Ian Gordon - Category C, required to withdraw
ROBB, Glenys Nora - failed to meet graduation average
SHUM, Ronnie Tak Fong - failed single-term course in area of concentration
THOMPSON, Yvonne - Category C, required to withdraw
WERNER, Renate - Category C, required to withdraw

B.A. Canadian Studies

GRUDE, Jan Kristian - failed single-term course

B.F.A. (Art and Design)

CLEGG, Colin Elwood - failed full-session course

B.Mus.

NICHOL, Janet Edna - failed full-session course

ARTS FACULTY HONORS COMMITTEE REPORT - May 1977

1.1 Recommended for the Governor General's Gold Medal

HENN, Marianne Emilie (Specialization: German)

1.2 Recommended for the Degree of Bachelor of Arts with First Class Honors

NAME	SPECIALIZATION
AU, Susan Viola	Political Science
BLITZ, Brigitte	Anthropology
BROWN, Brenda June	Psychology
DOYLE, Patricia E.	Geography
EBERLEIN, John Arthur	Economics
HENN, Marianne Emilie	German
HOHOL, Brian Duane	Ukrainian
JOHNSON, Marianne E.	Psychology
KAMINSKI, Eva M. C.	English
LAYCOCK, Deborah Marie	English
LOVEWELL, Mark Acton	Economics
MASCHERIN, Meridee Jean	French
McCALLUM, Thomas Richard	History
PODLUBNY, Darrell G.	Sociology
POOHKAY, Sandra Helen	Political Science
RIDDELL, Kathy Maureen	History
ROBERTSON, Lloyd William	Political Science
SCHOPFLOCHER, Donald Peter	Psychology
SPITZ, Deborah Anne Susan	Drama
WOOD, Barry Peter	Geography

1.3 Recommended for the Degree of Bachelor of Arts with Honors

NAME	SPECIALIZATION
BAINBOROUGH, Barbara	English
BIZIO, Edward Ludwig	History
BOBROWSKY, Peter Theodore	Anthropology
CURRIE, Neil Alan	Psychology
EMMER, Richard Joseph	Economics
FEHR, Donna Gail	English
GRIFFITH, Erine Eugene	English
HARGREAVES, Susan A.	French and English

Recommended for the Degree of Bachelor of Arts with Honors (cont.)

NAME	SPECIALIZATION
HILL, Judith Suzanne	History
HO, Angela Ngai Man	Sociology
HUNT, John Joseph	Geography
LABERGE-DesLAURIERS, Myriam P.	Economics
LOVE, Ronald Scott	History
McALLISTER, Glenn Graham	Geography
McNEILL, Jerry Thomas	Psychology
MORRISON, Gene Douglas	French
NOVIKOV, Lydia	History
OSTERWOLDT, Ralph Ulric	History
RUSSELL, Janet Elaine	Economics
SCHNEIDER, Marvin Carl	Economics
STOLEE, Paul Timothy	Political Science
SZCZESNY, Walter	Economics
TATE, Sheldon Brock	English
UNTERSCHULTZ, James Ryan	Economics
WOO, Jane Leung Ching	Economics

REPORT OF THE COURSE AND CALENDAR CHANGE COMMITTEE, MAY 1977

The following material has been examined by the Committee, and is recommended for Council's approval and inclusion in the 1978-79 Calendar. [Note: Where specified, it is proposed that some of the new courses and course changes be implemented in 1977-78.]

1. CLASSICS

A. New Courses

CLASS 379. Greek and Roman Epic. *3 (either term, 3-0). A study in English translation of representative works of oral and literary epic from Homer to Lucan. Prerequisite: Consent of the Department. Note: Not open to students with credit in CLASS 359.

CLASS 380. Greek and Roman Tragedy. *3 (either term, 3-0). A study of classical tragedy from Aeschylus to Seneca in English translation. Prerequisite: Consent of the Department. Note: Not open to students with credit in CLASS 359 and 360.

CLASS 498. Individual Study of Literary Problems. *3 (either term, 3-0). Prerequisite: Consent of the Department.

CLASS 499. Individual Study of Historical Problems. *3 (either term, 3-0). Prerequisite: Consent of the Department.

GREEK 361. Xenophon. *3 (either term, 3-0). Prerequisite: GREEK 300 or consent of the Department.

LATIN 351. Ovid. *3 (either term, 3-0). Prerequisite: LATIN 300 or consent of the Department.

B. Course Changes

CLASS 369. Change description to read: A survey of the beginnings and development of civilization in the Near East, including Sumer, Babylon, Assyria and the Hebrews.

CLASS 370. Change description to read: The development of civilization in the western half of the Fertile Crescent, including the rise and decline of the Egyptian, Hittite and Phoenician cultures.

CLASS 371. Change description to read: The Roman Empire from Augustus to the end of the first century A.D.

CLASS 372. Change description to read: The Roman Empire from the beginning of the second century A.D. to the death of Constantine.

2. ENGLISH

A. New Courses

ENGL 309. Expository Writing. *6 (3-0). The purpose of this course is to increase the student's ability to write clear expository prose. The study of models of prose style will be central, combined with frequent practice in writing on the basis of such models.

ENGL 553. Directed Reading. *6 (3-0).

ENGL 554. Directed Reading. *3 (First Term, 3-0).

ENGL 555. Directed Reading. *3 (Second Term, 3-0).

ENGL 577. Studies in the English Language. *3 (either term, 3-0).

ENGL 586. Studies in American Literature. *3 (either term, 3-0).

ENGLISH

New Courses (cont.)

ENGL 591. Studies in Canadian Literature. *3 (either term, 3-0).

ENGL 611. Studies in Old English Literature. *3 (either term, 3-0).

ENGL 615. Studies in Middle English Literature. *3 (either term, 3-0).

ENGL 635. Studies in Renaissance Literature. *3 (either term, 3-0).

ENGL 647. Studies in Seventeenth Century Literature. *3 (either term, 3-0).

ENGL 659. Studies in Restoration and Eighteenth Century Literature. *3 (either term, 3-0).

ENGL 665. Studies in Romantic Literature. *3 (either term, 3-0).

ENGL 673. Studies in Victorian Literature. *3 (either term, 3-0).

ENGL 679. Studies in Twentieth Century Literature. *3 (either term, 3-0).

B. Course Changes

44.12.1 JUNIOR COURSES

Revise preamble to read:

The English Department offers eight junior courses. Two are full-session courses: English 200 and English 210. Six are single-term courses: English 260, English 265, English 270, English 275, English 284 and English 290. Either of the full-session courses or any two of the single-term courses may serve as prerequisites to 300-level senior courses. Note: Normally no more than one full-session junior English course, or equivalent, may be offered in an undergraduate programme.

All junior English courses will require a substantial amount of writing in essays and tests to afford practice in setting down ideas in good English. English 290 and English 210, in which the art of composition is taught, will require substantially more writing than the other junior courses.

The English Department strongly urges those students intending to make English Literature a subject of concentration to take English 200, as the best preparation for further studies in English.

ENGL 210. Change description to read: This course combines an introduction to the various genres of English literature (prose, poetry and drama) with formal instruction in writing skills. One-third of the course is devoted to writing instruction.

ENGL 576, 587, 589, 590, 610, 614, 634, 641, 658, 660, 662, 663, 664, 671, 676, 678, 682, and 684.
Delete the words "Studies in" from the titles of these courses.

ENGL 576. Change hours to read: *6 (3-0).

ENGL 658. Change title to read: Restoration and Eighteenth Century Literature.

ENGL 664. Change title to read: Romantic Poetry.

ENGLISH

Course Changes (cont.)

ENGL 676.} Delete the word "Modern" from the titles of these
ENGL 684.} courses and substitute "Twentieth Century."

C. Course Cancellations

ENGL 552. Conference Course.

ENGL 622. The Scottish Chaucerians and English Literature of the Fifteenth Century.

ENGL 699. Literary Studies.

ENGL 190. Fundamentals of Writing. Delete all reference to and descriptions of this course from the following Calendars: Agriculture, Dental Hygiene, Engineering, and Household Economics. [Note: The trial period for the offering of this service course has now terminated.]

D. Rearrangement of Honors and Graduate Courses under Separate Headings

44.12.4 Change heading to read HONORS COURSES and list all Honors courses under this heading.

44.12.5 Insert new section headed GRADUATE COURSES and list all graduate courses under this heading.

3. HISTORY

New Courses

HIST 364. History of American Economic Life. *3 (either term, 3-0). A survey of American economic problems and policies in their historical setting.

HIST 464. Topics in the History of American Economic Life. *3 (either term, 3-0). A seminar on selected problems in American economic history.

Note: It is proposed that HIST 364 and 464 be offered in 1977-78. The submission of these courses for Council's approval is, however, subject to the resolution of a jurisdictional dispute with the Department of Economics.

4. INTERDISCIPLINARY STUDIES

New Course

IN ST 300. Introduction to the Study of Film. *6 (2-3). An interdisciplinary survey (lecture and laboratory) of major areas in film studies, emphasizing history, theory, and criticism. Prerequisite: 1 year of ENGL 200-level, or C LIT 200 or 300, or PHIL 240, or equivalent.

Note: The course is sponsored by the Faculty's Standing Committee on Film, and is proposed for offering in 1977-78 (subject to available resources).

5. LINGUISTICS

A. Course Change

LING 381. In the course description, change "descriptions" to "description."

LINGUISTICS

B. Course Cancellation

LING 388. Contrastive Linguistics.

6. MUSIC

A. New Courses

MUSIC 326. Master Class in Applied Music. *3 (3-0). Prerequisites: MUSIC 223 or 225 or equivalent and consent of the Department. Note: To be offered only during Spring and/or Summer Sessions.

MUSIC 406. Liturgics and Service Improvisation. *6 (1-2). Prerequisites: MUSIC 324 or 325 (organ) and consent of Department.

MUSIC 531. History of Organ Building and Design. *3 (either term, 3-0). Prerequisites: Any two of MUSIC 202, 203, 301, 304, 402 or equivalent.

MUSIC 533. Organ and Harpsichord Literature to c. 1750. *3 (First Term, 3-0). Prerequisites: MUSIC 202 and 203 or equivalent.

B. Course Changes

MUSIC 435. Change hours to read: 3-0.

MUSIC 436. Change title to read: Vocal Literature II. Change hours to read: 3-0. Change prerequisite to read: Consent of Department for other than B.Mus. students.

MUSIC 534. Change title to read: Organ Literature, c. 1750-present. Change term to read: First Term. Change prerequisite to read: Any two of MUSIC 301, 304, 402 or equivalent.

MUSIC 535. Change title to read: Vocal Pedagogy I. Change hours to read: 3-0.

MUSIC 536. Change hours to read: 3-0. Change prerequisite to read: MUSIC 535.

MUSIC 604. Change number to 508. Add prerequisite: MUSIC 402.

C. Program Changes

43.27.4 Third Year. Delete MUSIC 312. Insert: Single term music option.

43.27.6 Third Year. Revise the numbering to read: 403 and 404 or 406.

43.27.6 Fourth Year. Revise to read: MUSIC 503 and 504 or 533 and 534; one of 528, 529 or 531.

7. PHILOSOPHY

A. New Course

PHIL 371. Philosophy and Literature. *3 (either term, 3-0). An examination of literature as a means of expression of philosophic concepts. Note: Not open to students with credit in PHIL 370.

Note: It is proposed that PHIL 371 be offered in 1977-78.

B. Course Change

PHIL 370. Add note: Not open to students with credit in PHIL 371.

8. POLITICAL SCIENCE

A. New Courses

POL S 430. Public Policy in the Modern State. *3 (either term, 3-0). An examination of public policy with emphasis on how policy is shaped by the interplay of ideology, political power, and the social and economic environment.

POL S 455. Strategy and Canadian Defence Policy. *3 (either term, 3-0). Military strategy viewed from the narrower perspective of Canadian defence policy.

POL S 493. Politics and the Film. *3 (either term, 2-3). The study of the motion picture both as propaganda and as political document. Prerequisite: IN ST 300 is strongly recommended as a prerequisite or corequisite.

Note: It is proposed that POL S 493 be offered in 1977-78.

B. Course Changes

IN ST 417. Remove from Interdisciplinary listing and insert as POL S 417. Change prerequisite to read: Consent of Department.

POL S 473. Change title to read: Politics in the Middle East.

POL S 474. Change title to read: Asian Politics: India to Indonesia.

9. RELIGIOUS STUDIES

A. New Courses

RELIG 301. Introduction to the Religious Culture and Civilization of India. *6 (3-0). A thematic survey of the intellectual and religious development of India from ancient times to the present.

RELIG 302. Introduction to the Six Systems of Indian Philosophy. *3 (either term, 3-0). An overview of the classical religious philosophies of India.

RELIG 303. Buddhism in India: Hinayana. *3 (First Term, 3-0). The origin and growth of early Buddhism up to and including the development of the Hinayana tradition. Note: Formerly part of RELIG 315/316.

RELIG 304. Buddhism in India: Mahayana. *3 (Second Term, 3-0). The form of later Buddhism in India. Note: Formerly part of RELIG 315/316.

RELIG 305. The Religious Thought of India. *6 (3-0). Introduction to the fundamental themes of Hinduism, Buddhism, and Jainism. Note: Formerly part of RELIG 312.

RELIG 313. The Religions of India Through Art. *3 (either term, 3-0). A study, with the help of audio-visual materials, of the art and architecture of Hinduism, Buddhism, Jainism and Islam. Note: Formerly part of RELIG 312.

RELIG 323. The Encounter of Islam and Christendom. *3 (either term, 3-0). Cultural and religious interaction of two world traditions. Note: Not open to students with credit in RELIG 326.

RELIG 349. Primitive Christian Literature. *6 (3-0). Introduction to the New Testament, Apocrypha, and Apostolic Fathers and a comparative and historical study of their literary images. Note: Not open to students with credit in RELIG 350.

RELIGIOUS STUDIES

New Courses (cont.)

RELIG 351. Synoptic Gospels. *6 (3-0). A comparative and historical analysis of the purpose, characteristics, and problems of the first three gospels.

RELIG 352. The Johannine Literature. *6 (3-0). Comparative and historical study of the Johannine writings.

RELIG 353. The New Testament Epistles. *6 (3-0). A historical and comparative study.

RELIG 354. The Markan Gospel. *3 (either term, 3-0). A detailed exegetical study.

RELIG 365. Comparative Studies in Religious Mythology. *3 (either term, 3-0). An introduction to the modern study of religious mythology in several cultures. Focus on some major mythic themes such as creation, origin of death, etc.

RELIG 366. Shamanism. *3 (either term, 3-0). A study of shamanism in the history of religions with special attention to myths, rituals, symbols and the ecstatic experience.

RELIG 411. A Comparative Study of Man in the World Religions. *3 (either term, 3-0). A thematic study of the notion of man in the major religious traditions.

RELIG 415. Myths and Symbols. *3 (either term, 3-0). An intensive study of recent theories of religious myths and symbols.

RELIG 511. Topics in Islam. *3 (either term, 3-0) or *6 (3-0).

Note: It is proposed that RELIG 351 be offered in 1977-78.

B. Course Changes

RELIG 322. Change description to read: Examines the development of sectarian division among Muslims with their religious and political implications.

RELIG 325. Change title to read: Islamic Religious Thought.

RELIG 331. Change description to read: A study of the interpretations of history by the authors of the Old Testament.

RELIG 335. Change title to read: The Religious Thought in Judaism. Change description to read: The origin and development of Jewish thought from pre-biblical times to the present.

RELIG 360. Change description to read: Different concepts of God as found in the major religions of the world.

RELIG 363. Change description to read: An examination of the lives of the founders of the world's major religious traditions with special attention to their interpretation in devotional literature.

RELIG 380. Delete from the description: theological.

RELIG 390. Change description to read: Contemporary problems in religious ethics and their impact on collective decision-making in the areas of politics, medicine, law, etc.

RELIGIOUS STUDIES

Course Changes (cont.)

RELIG 410. Change course number to 510. Change title to read: Topics in Indian Religions. Change weight to read: *3 (either term, 3-0) or *6 (3-0).

RELIG 450. Change course number to 512. Change weight to read: *3 (either term, 3-0) or *6 (3-0).

C. Course Cancellations

RELIG 312. Introduction to the Religious Thought of India.

RELIG 315. Buddhism in India.

RELIG 316. Pre-Mahayanic Buddhism and the Life of Buddha.

RELIG 326. Muslim-Christian Relations.

RELIG 350. Early Christian Thought.

RELIG 362. Understanding Religious Literature.

RELIG 400. Introduction to the Comparative Study of Religion.

RELIG 430. Topics in Near Eastern Religions.

RELIG 432. A Reading Course in Original Hebrew Manuscripts.

RELIG 452. The Religion of the Madhyamika System.

10. ROMANCE LANGUAGES

A. New Courses

SPAN 307. Conversation and Composition I. *3 (either term, 3-0). Exercises in conversation and composition based on a survey of the principal historical periods and literary movements influencing the formation and development of Hispanic culture from the Medieval period to the Renaissance. Corequisite: SPAN 300. Note: Not open to students with credit in SPAN 304.

SPAN 308. Conversation and Composition II. *3 (either term, 3-0). Exercises in conversation and composition based on a survey of the principal historical periods and literary movements influencing the formation and development of Hispanic culture from the Golden Age to the present. Corequisite: SPAN 300. Note: Not open to students with credit in SPAN 306.

B. Course Changes

SPAN 400, 410, 415, 420, 425 and 450. Change term to read: either term.

C. Course Cancellations

SPAN 304. Hispanic Civilization from the Medieval Period to 1700.

SPAN 306. Hispanic Civilization from 1700 to the Present.

Note: It is proposed that the Romance Languages' submission be implemented in 1977-78.

11. SLAVIC LANGUAGES

A. New Courses

SLAV 420. Old Church Slavonic I. *3 (First Term, 3-0). An introduction to the grammar of the oldest Slavic texts, with selected readings. Prerequisite: SLAV 302 and RUSS 304 or UKR 304 or 332, or consent of the Department. Note: Formerly part of SLAV 520.

SLAV 421. Old Church Slavonic II. *3 (Second Term, 3-0). A continuation of SLAV 420. Prerequisite: SLAV 420. Note: Formerly part of SLAV 520.

B. Course Changes

RUSS 303 and 304. Change weight and hours to read: *3 (3-1).

RUSS 305 and 405. Change weight and hours to read: *3 (0-2).

UKR 305 and 405. Change weight and hours to read: *3 (0-2).

C. Course Cancellations

SLAV 520. Old Church Slavonic Grammar.

SLAV 621. Slavic Poetics.

SLAV 623. Slavic Stylistics.

12. SOCIOLOGY

A. New Courses

SOC 400. Honors Seminar. *3 (either term, 2s).

SOC 404. Conference Course in Sociology for Honors Students. *3 (First Term, 2s).

SOC 405. Conference Course in Sociology for Honors Students. *3 (Second Term, 2s).

SOC 409. Honors Essay. *6 (3-0).

SOC 424. Social Structure and Crime. *3 (either term, 3-0). The effects of urbanization, industrialization, social change, and ecological factors on crime and deviance, with particular emphasis on comparative research. Prerequisite: SOC 325.

SOC 572. Selected Topics in Canadian Society. *3 (either term, 3s).

B. Course Changes

SOC 329. Change number to 427.

SOC 363. Change title and description to read: Industrial Sociology. An introduction to the systematic analysis of people at work. Of special interest are the impacts of industrialization on Canadian and other developed societies as well as the intergroup and interpersonal relations.

SOC 364. Add prerequisite: SOC 202 or 403 or consent of the Department.

SOC 368. Change title and description to read: Canadian Ethnic and Minority Relations. Analysis of social processes leading to the development and understanding of minority status: case studies of ethnic and minority-group relations, with emphasis on comparative studies.

SOCIOLOGY

Course Changes (cont.)

SOC 437. Add prerequisite: SOC 432 and 433 or consent of the Department.

SOC 443. Add prerequisite: SOC 202 or 403 or consent of the Department.

SOC 447. Change prerequisite to read: SOC 341 or 361 or PSYCO 341.

SOC 464. Change description and prerequisite to read: The study of participative structures, such as industrial democracy, in work settings and an examination of current topics related to the quality of working life. Prerequisite: SOC 363.

SOC 465. Add prerequisite: SOC 361.

SOC 480. Change title to read: Theories of Social Change. Delete from the description the phrase "theories of social change."

SOC 503. Change title to read: Conference Course in Sociology for Graduate Students.

SOC 504. Change title to read: Conference Course in Sociology for Graduate Students.

C. Course Cancellations

SOC 500. Honors Seminar I.

SOC 501. Honors Seminar II.

SOC 509. Honors Thesis.

D. Program Change

43.23.1 HONORS IN SOCIOLOGY

Revise statement to read:

Degrees with Honors in Sociology will require eight to ten courses in Sociology. Depending on the special interests of the student, five or six courses in a related minor subject will be taken. The minor may be all in one field or in two fields, the latter option contingent on Departmental approval. An additional five or six courses outside the field of Sociology and the minor will be required to complete the program. Departmental approval of the final program is required before registration.

Students in the Honors program are encouraged to obtain a working knowledge of a modern language other than English, preferably French.

The usual program in Honors Sociology is shown below. All required courses are listed. NOTE: Options referred to below are all full-year courses or their half-year equivalents. Required courses marked with an asterisk are half-year courses.

First Year: Sociology 202, English 200 or equivalent, a junior lab science, a non-social science option, an option.

Second Year: Sociology 400*, Sociology 311 or equivalent, Sociology 341*, Sociology 351*, Sociology 361*, a minor option, an option.

Third year: Sociology 404* or 405*, Sociology 432*, Sociology 433*, a Sociology option*, two minor options, an option.

SOCIOLOGY

Program Change (cont.)

Fourth Year: Sociology 409, one Sociology option at the 400 level, two minor options, an option.

Students in the fourth year of study will be required to complete successfully a major paper (the Honors essay) and to pass a comprehensive examination. The comprehensive examination may be written or oral in format and is supervised by at least two faculty members. At least one member of the Comprehensive Examination Committee must be selected from the Sociology Department.

Respectfully submitted,

J. V. DeFelice

L. C. Green

R. J. Middleditch

E. Reinhold (Chairman)

A. M. Small

P. Swartz.

Addendum to the May 1977 Report of the
Arts Faculty Course and Calendar Change Committee

Department of Economics: New Course Submissions for the 1978-79 Calendar

ECON 308. American Economic Development I. *3 (First Term, 3-0). A survey of American economic development to the end of the 19th century with emphasis on industrial development and related government policies. Prerequisite: ECON 201/202, or 304, or 306/307.

ECON 309. American Economic Development II. *3 (Second Term, 3-0). Analysis of American economic development in the 20th century to the present. Prerequisite: ECON 308.

ECON 310. Japanese Economic Development. *3 (either term, 3-0). An analytical survey of pre- and post-World War II economic factors leading to Japan's present economic position in world trade, with special emphasis given to the rate of growth and the changes in the structure of the economy. Prerequisite: ECON 201/202, or 304, or 306/307.

ECON 311. Middle East Economic Development. *3 (either term, 3-0). The economic development of the Middle East since the Islamic period. Prerequisite: ECON 201/202, or 304, or 306/307.

ECON 313. Eastern European Economic Development. *3 (either term, 3-0). A survey of the development of the economies of Eastern Europe, particularly members of the Council of Economic Mutual Assistance (COMECON) as well as Yugoslavia and Albania. Prerequisite: ECON 201/202, or 304, or 306/307.

Note: These courses have not yet been examined by the Calendar Committee.

March 22, 1977

Review by Curriculum Committee of Extra-Faculty Options

Background

Arts Faculty Council at its meeting of May 15, 1973, resolved:

> THAT after satisfactory completion of his first year, a student in the B.A. (General) program, the B.A. (Special) program, or the B.A. in Canadian Studies may take up to two courses, and in extraordinary circumstances three, outside the Faculties of Arts and Science. The central content of the chosen courses must not be available in courses already offered in the Faculties of Arts and Science. A petition for a third course outside the Faculties of Arts and Science will be entertained by the Curriculum Committee and approved if exceptional circumstances seem to warrant.

This legislation was enacted for an experimental three-year period, on the understanding that it would then be reviewed by the Curriculum Committee in light of practical experience.

SPO Administration of the Governing Regulations

The Faculty decision was implemented by the Student Program Office in the summer of 1973, in terms of the following constraints (items 1 and 2 being directly related to the AFC resolution; items 3-7 arising out of the optional nature of the courses).

1. "Free options" are not available to first-year students.
2. The courses must not duplicate, in central content, courses in the Faculties of Arts and Science.
3. The courses may not be used to satisfy the Faculty requirement of a junior English course, or the two Science courses.
4. The courses may not be used to meet the requirements of a subject of concentration.
5. Their inclusion in a program is subject to Faculty limitations on the number of junior courses and Science courses that may be offered for credit and the permissible number of courses in a subject of concentration.
6. The courses must in each case carry a minimum weight of three (*3).
7. Registration in these courses must be approved by the Faculty in which they are offered.

Review

The Curriculum Committee received from the SPO a report which set out their experiences in administering these regulations, and gave data concerning Arts students' use of the extra-Faculty option (see Tables I-IV attached). The Committee's review was also guided by the APAC resolution (ref. AFC, 3/12/73) that "students in the Faculty should continue to be allowed to take courses outside the Faculties of Arts and Science in such numbers and in such a manner as the Faculty may determine, provided that they are considered to be pursuing an education in the liberal arts."

In the light of this information, the Committee concluded

a. That the Faculty Office as a whole is not experiencing any serious problems in administering the regulations as they now stand, and that they are able to operate a system of free options in conformity with the overriding requirements for the B.A. degree.

b. That the spectre that was raised in 1973 of a significant loss of student contact hours is not supported by available data, which intimates that a relatively small percentage of student contact hours is going outside the Faculty as a result of the system of free options. Most students are taking only one course. There were two petitions for a third in three years.

c. That there is no reason to conclude the exercise of free options causes conflict with the above principle/aim of the Faculty. As far as can be judged from available information, the record of free options taken in the Faculties of Education and Business Administration and Commerce indicates that the courses seem to be chosen for reasons of relevance to the students' academic program and/or proposed career. Most indeed of the Physical Education courses chosen are "activity" courses. However, the Physical Education Faculty has provided information on the basis of which the Committee has no reason to single these courses out as failing to meet the constraints of this Faculty policy.

The Committee's conclusion is therefore that the system of free options is functioning as it was intended to function, and that it cannot be viewed in other than a positive light.

Accordingly, we recommend to Council

I. THAT the existing legislation governing extra-Faculty options be continued without term;

II. THAT the Student Program Office review within the next few months, and on a continuing basis every three years thereafter, the list of proscribed courses which was originally drawn up in 1973 (in light of the regulation that the free options must not duplicate, in central content, courses in the Faculties of Arts and Science).

Respectfully submitted,

W. A. Blanchard

N. E. Bonvalet

R. T. Harrison

L. E. Larson

K. H. Norrie

M. Prokop

M. Sasonkin

R. A. Shiner (Chairman).

TABLE I

Frequency of Enrolment in Free Options

	1973/74	1974/75	1975/76	1976/77*
Agriculture	12	12	27	21
Business Admin. & Commerce	36	110	62	114
Education	51	114	133	205
Engineering	0	3	0	4
House Ec.	14	21	10	20
Law	0	1	1	1
Library Science	5	4	0	1
Medicine	8	1	0	0
Phys. Ed.	116	128	73	92
Rehab. Med.	1	4	4	3
Totals	243	398	307	461
Full-Course Equivalents	120	199	153	Not available
Full-Course Equivalents per Student	.07	.11	.09	Not available

TABLE II

Education courses, by Area of Concentration

	1973/74	1974/75	1975/76	1976/77
Administration	3	10	12	24
Adult Education	0	0	0	3
Audio-visual	2	11	6	18
Foundations	12	17	35	51
Industrial & Vocational	0	3	0	4
Phys. Ed. Services	0	2	4	1
Practicum	0	5	4	3
Psychology	24	37	34	59
Curriculum & Instruction	12	28	28	42

* 1976-77 figures are correct as of February 1977; i.e. they do not take any account of attrition in the second term of this session.

TABLE III

Physical Education Courses - Activity vs. Non-Activity

	1973/74	1974/75	1975/76	1976/77
Activity Courses	104	102	68	84
Non-activity Courses	12	10	5	8

TABLE IV

Business Courses: 1973-76

Total enrolments	208	
Enrolments in Bus. 310 Commercial Law	137	
Students with Economics major or minor	55	(15 of these had Pol.Sci. as minor)
Students with Political Science major or minor	35	(11 of these had Econ. as minor)
Students with other major or minor	47	
	137	

Addendum to Curriculum Committee Review of Extra-Faculty Options

The Curriculum Committee recently received a request from the Canadian Studies Committee for an exemption from the rule that extra-Faculty courses cannot count towards a subject of concentration. The B.A. (Canadian Studies) requires in part a programme of 8 courses having Canadian Content. The list of approved Canadian Content courses is drawn up by the Canadian Studies Committee, and includes several courses from outside the Faculty. At present students who take such courses as an approved part of their programme must count them as options. Thus they effectively fulfil a Canadian Content requirement of 8 plus the extra-Faculty course(s). The effect of the exemption would be to relieve students of an extra required course resulting from the contingency that their interests happen to embrace an approved Canadian Content course from outside the Faculty. The practice is rarely to allow more than one full-course equivalent of such extra-Faculty work. The rule about a maximum of 2 extra-Faculty courses would still apply, so that if this exemption is granted students taking such courses receive an Arts/Science option otherwise denied to them.

In the light of the above, the Curriculum Committee makes the following further recommendation:

III. THAT up to one full extra-Faculty course or equivalent may be permitted to count towards the Canadian Content part of the requirements for the B.A. (Canadian Studies), provided that the course is on the list of Canadian Content courses approved by the Canadian Studies Committee.

13/5/77

FACULTY OF ARTS STANDARDS FOR TENURE

In accordance with article 6.07.2 of the Academic Staff Agreement - Part I, the following are the tenure standards established by the Arts Faculty Salaries and Promotions Committee.

Article 6.07.1 of the Staff Agreement states:

> Tenure is in no sense the right of a staff member who has served his time of probation. The performance of the candidate shall indicate that he is and will in the future be capable of contributing effectively as a member of his Department in the following categories:
>
> (a) teaching,
> (b) knowledge of the discipline and specialization,
> (c) research and scholarly work,
> (d) professional conduct,
> (e) contributions to the Department, Faculty and the University, for example: committee work,
> (f) public service and contribution to academic and professional bodies.

In the Faculty of Arts, the candidate's performance in all of the above categories will be assessed. The Department Chairman is expected to compile from the departmental records and by wide consultation information relevant to these categories. The composite, overall performance of a staff member must be considered to be positive for tenure to be awarded.

Within this overall assessment, the weighting given to the various categories may vary according to the Department and the discipline, but the emphasis in judging a candidate's performance will fall, throughout the Faculty, primarily on the categories of "teaching" and "research and scholarly work." The latter category will include creative work (for example: stage performance, musical composition, painting, creative writing, etc.) where such work belongs legitimately to the staff member's discipline or where the Department legitimately expects such work from the staff member.

The Staff Agreement states that "the teaching performance shall receive special scrutiny." The Department will scrutinize, for example -- in addition to the candidate's effectiveness in teaching at undergraduate and/or graduate levels -- graduate supervision, availability to advise students, contributions to teaching methods or techniques, supervision of multiple-sectioned courses, adherence to University and Faculty rules and guidelines in the conduct and administration of the teaching function, etc. Generally, the performance in teaching must be deemed to be satisfactory in relation to the rank level of the candidate; and degrees of higher performance will be expected at higher rank levels. An unsatisfactory performance in teaching will be cause for denial of tenure.

The performance in research and scholarly/creative work of a candidate for tenure at the rank of Assistant Professor must be deemed to be at least promising; in the case of a candidate for tenure at the rank of Associate Professor, there must be demonstrated competence in research and scholarly/creative work, normally in some form of publication. A candidate for tenure who has not obtained the senior degree appropriate to the discipline is not likely to be recommended for tenure.

The professional conduct expected of a staff member relates to such basic ethical standards as are set by relevant professional associations or by the C.A.U.T.'s "Guidelines Concerning Professional Ethics and Professional Relationships."

Secondary but important emphasis will be placed on the candidate's performance in the categories of "contributions to the Department, Faculty and the University" (administration and committee work), "public service," and "contributions to academic and professional bodies." In these categories, too, degrees of higher performance will be expected at higher rank levels.

ARTS FACULTY SALARIES & PROMOTIONS COMMITTEE

SUMMARY

of

CRITERIA FOR THE EVALUATION OF ACADEMIC STAFF

I. Criteria of Merit (Same as in Academic Staff Agreement)

a. Teaching
b. Knowledge of the discipline and specialization
c. Research and scholarly work
d. Professional conduct
e. Contributions to the Department, Faculty and University, e.g., committee work
f. Public service and contribution to academic and professional bodies

II. Relative Importance of Merit Criteria

a. Teaching and research are most important (and of approximately equal importance). These two categories also comprehend "knowledge of the discipline and specialization." [In certain disciplines research is understood to comprehend creative work of various kinds.]
b. Administrative and committee work, and public and professional activities, though of secondary importance, are expected of staff as part of their normal contribution.
c. Some intra- and interdepartmental flexibility in weighting of criteria is allowed within high and consistent standards set generally for the Faculty by FSPC.

III. Evaluation of Merit

a. Overall assessment will be based on consideration of a number of factors under each of the merit criteria, including (where relevant) the issue of professional conduct.
b. Teaching will be assessed qualitatively in terms of a range of important components. An "excellent" teacher is one whose performance is outstanding in most, if not all, of them.
c. Research/creative activity and publications/performance, etc. will be assessed qualitatively--again, in terms of important indicators. An "excellent" researcher is one whose scholarly output is of exceptional quality, recognized nationally and internationally.
d. Administrative and committee work, and public and professional activities will be assessed in terms of the staff member's effectiveness and the quality of his/her contributions.
e. A staff member's career receives special attention at five points spaced throughout the ranks:
    i. at the salary mid-point in the assistant professor rank,
    ii. on consideration for promotion to the rank of associate professor,
    iii. at the salary mid-point in the associate professor rank,
    iv. on consideration for promotion to full professor,
    v. following promotion to the full professor rank.

IV. Advancement

a. Advancement through any rank is related primarily to contributions in both teaching and research.
b. Rate of advancement varies according to the nature and quality of a staff member's teaching and scholarly activities.
c. "Excellent" performance in either teaching or research may compensate for deficiencies (that is, minimally satisfactory performance) in the other area.
d. "Excellent" contributions in administrative and committee work, and/or public and professional activities are not acceptable substitutes for good teaching and scholarly achievement. However, they may serve as a basis for acceleration when promotion is not involved, provided the research and teaching requirements of "normal" performance have been well met.
e. "Merit" will come under more detailed scrutiny as progress through the ranks occurs; and in the course of the progression, emphasis in the evaluation of performance will shift from competence toward special merit.
f. Cumulative performance over a number of years may be considered in making the annual assessment and will be considered in cases of promotion.

V. Promotion

a. Promotion to the associate professor rank is based on both acceptable teaching contributions and hard evidence of research activity and publication (or, in certain disciplines, an equivalent). The guiding principle here is demonstrated competence.
b. Promotion to the full professor rank is based on both good teaching contributions and scholarly achievement. The guiding principle is merit.
c. "Excellent" performance in one of the two major areas of assessment, teaching and research, accompanied by minimally satisfactory performance in the other, may be considered for securing promotion to the associate and even full professor rank, but here excellence in teaching carries a special meaning.

ARTS FACULTY COUNCIL

Minutes of a Special Meeting on May 17, 1977

2:00 - 3:30 p.m.

Re: Standards for Increments and Promotion

PRESENT: R. G. Baldwin (Chairman), B. R. Abu-Laban, S. M. Abu-Laban, R. F. Anderson, M. I. Asch, D. E. Bessai, J. W. Bilsland, W. A. Blanchard, N. E. Bonvalet, R. C. Bonvalet, R. L. Busch, A. A. Carlson, F. D. Clandfield, E. H. Cornell, J. A. Creore, J. D. W. Crowther, H. W. Cummins, R. J. E. d'Alquen, F. A. de Luna, J. J. Delehanty, C. Q. Drummond, W. Eastman, E. Egert, A. D. Fisher, J. A. Forbes, H. A. Hargreaves, W. A. Harrell, T. F. Hartnagel, D. H. Haynes, G. D. Kelly, H. Kreisel, J. F. Lauber, H. Liebel-Weckowicz, J. C. MacKenzie, G. Marahrens, J. G. Marino, E. Marxheimer, I. F. McGilp, W. A. Meilen, B. J. Mitchell, C. H. Moore, J. M. Nelson, T. M. Nelson, R. M. Nielsen, M. S. Noorzoy, N. J. Parker-Jervis, F. C. Pier, W. D. Pierce, T. L. Powrie, T. M. S. Priestly, M. Prokop, S. Rees, B. L. Rochet, B. G. Rule, S. A. C. Scobie, R. A. Shiner, R. A. Stangeland, U. Trumpener, E. H. Waugh, J. N. Wickenden, B. W. Wilkinson, and C. R. Wilson.

The special meeting was called to continue discussion of those sections of the "Criteria for the Evaluation of Academic Staff" (1974) that refer to publication, with the aim of providing information and advice for the Faculty Salaries and Promotions Committee (Council having on May 13 resolved that the FSPC be asked to reconsider the sections referring to publication). It was understood, however, that Council could, if it so desired, extend the discussion to include other elements of the FSPC's current standards for increments and promotion (Council being charged with the responsibility for approving a set of criteria by August 31, at the latest).

The specific issue raised at the May 13 meeting involved the coupling of the words "research and scholarly activity" with the word "publication" at several points in the 1974 document. In the continuing discussion on May 17 it was argued that the thrust of the criteria was to enforce research leading to publication as opposed to research leading to other possible goals (such as, for example, the improvement of classroom techniques), and, in particular, to enforce short-term publication. In the latter case, the concern was twofold: (1) that undue pressure for early publication penalizes those who wish to engage in long-term research, and (2) that such pressure may conceivably result in hastily prepared work, the publication of which may be detrimental to one's scholarly reputation. There was also a feeling among some Council members that the emphasis on publication and the scrutiny whether an article appears in a minor or major journal are largely directed to "bringing the university into repute."

Responding to these concerns, Dean Baldwin first of all drew Council's attention to the February 1973 report of a joint committee of the Board of Governors and the AASUA on academic career patterns, which states, in part, that annual assessment "may create a false sense of priority in a person's work, since there is a feeling that each year something tangible must be produced when, in fact, longer periods of time are often necessary to produce effective scholarship in research and teaching." The committee's recommendation was that a faculty member's performance be fully reviewed at least once every three years. Dean Baldwin indicated that he personally supported that position, and in August 1974 wrote to the committee that in his view "we could become overpreoccupied with the need to demonstrate annual worth of a particular kind, at any rate too early in the development of an individual." Turning to the FSPC document, the Dean observed that in certain respects it does not represent his personal convictions in its precise terminology. He emphasized, however, that "in practice, the application of the 1974 criteria is by no means oblivious to any of the pitfalls that have been brought to our attention today." Dean Baldwin then suggested that "if you weight all the various comments made in the document about publication and research [these having been prepared in summary form for the May 17 meeting], you will find that we [i.e. the FSPC] do insist upon publication, but we are very careful about how that insistence is expressed, and when." It was pointed out, for example, that in the case of the Assistant Professor the criteria exert very gentle pressure until he or she comes up for promotion. It was noted, too, that there is in the document a very important provision for cumulative assessment (i.e. cumulative merit that can lead to delayed recognition of outstanding performance over a period of time greater than a year, or cumulative demerit in the case of a continuing marginal performance). Council was reminded that publication provides one of the few tangible measurements of research activity. It was also pointed out that the FSPC's wanting to know whether a publication is in a refereed and/or a prestigious journal has nothing to do with external image. It is rather a technique for the FSPC to make its qualitative assessment, recognizing that the Department Chairmen and elected members are not necessarily capable of assessing the quality of an article in every given field. Finally, Dean Baldwin suggested that "we should not take away some of the few definitions of standard that we have. The thing is not to devalue publication but to put it in perspective." In his view, the FSPC has achieved that perspective when on very important and significant occasions it has rewarded staff members who have not published greatly but whose teaching has been shown to have a strong and important research component.

A member of Council having asked who decides the status of a journal or publication (whether major, minor, or peripheral), Dean Baldwin replied that the Department Chairman is called upon for the classification. He was then asked whether it would be possible for a department as a whole to establish the distinctions within a given field and to present these classifications to the FSPC. The Dean's response was that such a statement would obviously be very influential.

It was then moved by Professor Egert, seconded by Professor de Luna,

> THAT Council reconsider the May 13 referral back to Committee.

Motion to reconsider carried.

The question was then put on the referral motion:

> THAT the 1974 document and the summary be referred back to the FSPC for reconsideration of the words "and publication" wherever they occur.

Motion defeated

The May 13 motion to approve the FSPC criteria was now before Council:

THAT the 1974 document headed "Criteria for the Evaluation of Academic Staff assessed for Promotions and Increments" be approved by Council, together with the two-page index to these criteria.

Motion carried.

Note: (i) It was understood that in approving the motion Council was concerning itself with approval of the *criteria*, not such things as suggested *methods* of assessment. That is to say, the FSPC will exercise autonomy in the *application* of the criteria, subject of course to the established appeal procedures.

(ii) It was also understood that editorial changes would be made in the 1974 document, to make it appropriate as a Council statement of criteria. The copy which is attached to the official Minutes reflects these changes, references to the *Handbook* having been deleted ("Staff Agreement" being substituted), together with any comments that previously made the document merely a set of internal FSPC guidelines.

(iii) The Staff Agreement calls for reconsideration of the criteria by FSPC from time to time.

By general consent, on a motion by Professor Asch, seconded by Professor Hargreaves, the special meeting was adjourned at 3:30 p.m.

Chairman.

ARTS FACULTY SALARIES & PROMOTIONS COMMITTEE

SUMMARY

of

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May 17, 1977

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FACULTY OF ARTS

SALARIES AND PROMOTIONS COMMITTEE

CRITERIA FOR THE EVALUATION OF ACADEMIC STAFF
assessed for
PROMOTIONS AND INCREMENTS

May 17, 1977

A necessary administrative function in a university, as in any modern organization, is the establishment of policies and procedures for staff evaluation and advancement. At the University of Alberta, the basic documents governing such policies and procedures are the Academic Staff Agreement - Part I and the Policies and Procedures of the General Promotions and Salaries Committee of the General Faculties Council [GSPC Manual], which establishes general University policy for promotions and increments. Although the general criteria of merit have remained essentially unchanged for a number of years, the GSPC document is revised annually to meet changing University conditions and provide relevant guidelines. The Staff Agreement, a contractual document, is formally interpreted as the need arises, and revised from time to time.

The provisions of the Staff Agreement, however, call for elaboration and clarification because the emphasis given to the various categories of performance may vary from Faculty to Faculty. Arts Faculty Salaries and Promotions Committee [FSPC] is therefore required to establish, from time to time, the standards to be followed in Arts, and these must be approved by Faculty Council. In addition to a good deal of illustrative material that has been included to promote a common understanding among the academic staff and members of the FSPC (along with a number of suggestions for the implementation of policies), what follows, and the attached "Summary," contains the assessment criteria and standards approved by the Faculty of Arts.

The document is divided into three parts, in which are formulated, respectively, (I) general assumptions and conditions underlying assessment

of staff performance; (II) detailed criteria for advancement and promotion; and (III) some guidelines for Committee application of these criteria and implementation of policies.

I. GENERAL ASSUMPTIONS AND CONDITIONS

A. BASIC CRITERIA

(1) The Academic Staff Agreement states: "Increments and/or promotion are awarded for meritorious performance and are not in any sense automatic or based on service. Merit will come under more detailed scrutiny as progress through the ranks occurs. . . .The award of increments and/or promotion shall be based on a consideration of meritorious performance in the following categories: (a) teaching, (b) knowledge of the discipline and specialization, (c) research and scholarly work, (d) professional conduct, (e) contribution to the department, Faculty and the University, e.g. committee work, (f) public service and contribution to academic and professional bodies . . . .The emphasis given to the various categories of performance may vary from Faculty to Faculty, but the teaching performance shall receive special scrutiny."

(2) The Faculty of Arts assumes that the major function of the University is teaching and research/creative activity. Accordingly, faculty members will be assessed primarily on their contributions in these two areas, and secondarily on their contribution to administration and on their professional and public activities. Although as criteria of merit, contributions in the latter two areas receive less emphasis in the making of a total assessment, they are important to the degree that they facilitate the University's teaching and research function. By "public service" is meant activities related to the staff member's University appointment, not activities which are part of the personal life of a citizen.

B. UNIFORMITY AND FLEXIBILITY

There can exist differentials, both between and within departments (e.g., by specialty area), in the emphasis assigned to the above-noted criteria of merit, but teaching and research will remain primary criteria, and any department proposing to shift the emphasis where they are concerned must convince the FSPC of the need for such practice. Notwithstanding some flexibility in the emphasis given these criteria at the departmental level, the FSPC exists to ensure maintenance of high standards throughout the Faculty, some uniformity among departments, and consistency in the yearly application of these criteria.

C. EXPECTATIONS ACCORDING TO LEVEL

Although the individual faculty member can anticipate steady advancement for "normal" performance, it should be emphasized that as he/she progresses through each rank, the application of the criteria of merit becomes stricter and the standard of "normality" higher. The Staff Agreement states: "Merit will come under more detailed scrutiny as progress through the ranks occurs." There are five points, spaced throughout the ranks, at which an individual's career receives special attention. These are:

(1) -- at the salary mid-point in the assistant professor rank. The purpose of review at this point is not necessarily to decide whether to withhold or award increments but to signal that the period of acclimatization is over and that, from this point on, the FSPC will be looking for accomplishment in both teaching and research. In addition to there being evidence of promise as a teacher, the staff member must also show evidence, if he/she has not done so already, of promising capability in research or creative activity. Chairmen are expected to counsel any staff member who here falls short of expectations that more will be required in the future.

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(2) -- on consideration for promotion to the rank of associate professor, at which time the cumulative record must be reviewed. For promotion, it will usually be necessary that a staff member's teaching contribution be of good quality, or better, and that there be some hard evidence of research/creative activity and publication (performance/exhibition). The emphasis here is on demonstrated competence. Also, if a staff member was hired with the expectation of a doctoral degree, this must be completed before promotion, except where a department is prepared to argue for its being offset by a qualitatively equivalent amount of published research.

(3) -- at the salary mid-point in the associate professor rank, and annually thereafter. Except in rare circumstances, steady advancement beyond this point will be based on good teaching contributions, as well as concrete evidence of good quality research/creative activity and publication (performance/exhibition).

(4) -- on consideration for promotion to full professor, at which time the cumulative record must be scrutinized and outside assessments considered. In order to be promoted to the rank of full professor, a staff member's contribution in teaching should be good to excellent, and there should be concrete evidence of substantial research/creative activity and publication (performance/exhibition) that has resulted in some degree of national or international recognition.

(5) -- following promotion to the full professor rank, and annually thereafter. Steady advancement in this rank will be based on sustained meritorious contributions in teaching and research or equivalent scholarly or creative work.

D. RATE OF ADVANCEMENT

The speed at which staff members advance through the ranks can vary, depending on the nature and quality of the individual's contributions in the recognized areas of evaluation, particularly teaching and research. The "standard" pace of advancement is defined by the full merit increment.

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(1) A staff member can expect his/her advancement to be slowed (partial increment) or stopped (0 increment) where the evidence concerning the nature and/or quality of teaching and scholarly activities, at the level reached, does not justify steady or further progression through the ranks. Stopping of advancement may be temporary or virtually permanent ("plateau-ing"), and can occur at any rank, as can a slowing down. New relevant evidence can lead to renewed advancement for a staff member who has been "plateaued."

(2) A staff member's advancement can be accelerated by the awarding of multiple increments (e.g. 1½ or 2 increments). Recommendations for multiple increments may be based upon outstanding performance in the year under consideration, or upon an excellent cumulative record, for the rank level under consideration.

E. BASIS FOR ASSESSMENT

It is assumed that department chairmen will have as much first-hand familiarity as possible with their staff members' contributions in all areas of evaluation. A chairman must be prepared to indicate to the Committee the sources of evidence on which evaluation is based, particularly in critical cases which involve promotion, acceleration, deceleration and "plateau-ing." (See suggested guidelines in the next section for nature and sources of appropriate evidence.)

II. DETAILED CRITERIA FOR ADVANCEMENT AND PROMOTION

Numerous considerations are involved in the assessment of a staff member's performance in the recognized areas of evaluation. These include (i) factual evidence concerning the extent of his/her activities in each area of evaluation; (ii) assessment of the quality of performance in each of these activities; and (iii) an overall assessment of the quality of performance in the entire area in question. For illustrative purposes, a number of important activities and related assessment guidelines in each of the four areas of evaluation will be

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discussed separately.

It should be noted that throughout this document the position has been taken that teaching and research, which represent the major function of the University, are two intertwined and mutually supportive activities. Although for administrative purposes one can separate the teaching and research functions of an academic, in practice the two functions properly go hand in hand. Research facilitates a staff member's academic growth and development and assists in the identification of current problems in his/her specialty area. Teaching, on the other hand, requires that ideas be made explicit and their relationship to existing literature be clarified. Also, discussions and questions raised in class will facilitate the emergence of new research ideas. Thus an academic's contributions in general will probably be greatly enhanced if his/her concerns include both teaching and research. The benefits to students and to society which may result from active involvement in these two areas can not be over-emphasized.

A. TEACHING

It is recognized that there is neither a precise measure of teaching quality nor an easily agreed-upon formula by which the different relevant activities can be neatly entered into an overall assessment of teaching performance. Indeed, there are differing opinions on how to assess, fairly and accurately, just one important activity, viz. classroom performance. Nevertheless, it is assumed that an informed assessment of teaching performance is not only necessary but also possible. Here, chairmen of departments have an important responsibility and they should exercise it carefully and judiciously, for nothing can compensate for an ill-conceived or unfair judgment.

To the extent that an assessment of excellence in teaching, or its opposite,

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will figure prominently in a staff member's career, it is necessary to emphasize that the teaching function has many components which must be taken into account. Obviously, an individual's ability to communicate with students and deliver well-organized lectures is a very important aspect of teaching performance, but it should not be the sole basis of evaluation, which should, rather, comprehend a wide range of such important (illustrative) components as the following:

i Ability to communicate in class and through correction of assignments
ii Versatility in ability to teach small-enrolment as well as large-enrolment classes
iii Coverage of subject matter
iv Teaching of new courses
v Out-of-class counselling, advising and supervision
vi Involvement at different levels in the undergraduate and graduate programs
vii Involvement in graduate supervision (quality and quantity)
viii Substantiality of teaching load
ix Creativity and innovation
x Awareness of new developments in specialty area(s)
xi Usefulness as a resource to colleagues
xii Production of teaching aids such as textbooks, tapes and models
xiii Adherence to procedures established by the University for the responsible conduct of a course

The emphasis placed on these different activities may vary from department to department; but the FSPC will assume that a given department takes a consistent approach to them in its assessments, in the interest of uniform treatment and standards.

A department chairman's proper assessment of this complex area should take into account not only the extent of a staff member's relevant activities, but also the quality of his performance of these activities. An excellent teacher is here defined as one who performs outstandingly where most, if not all, of the important components of teaching are concerned.

It is assumed that a department chairman will have as much first-hand

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familiarity with a given staff member's teaching performance as possible, in order to formulate an appropriate overall assessment. Accordingly, staff members should be encouraged to provide the chairman with the option (opportunity) to visit their classes. In addition, a chairman's assessment may be based on such additional sources of information as student responses to questionnaires, opinions of teaching assistants, if any, and opinions of those colleagues who have had the opportunity to observe the staff member first-hand in the classroom or related settings. The chairman should evaluate the representativeness of any opinions given, and the validity of the procedures used to obtain them in the first place.

B. RESEARCH/CREATIVE ACTIVITY AND PUBLICATION/PERFORMANCE/EXHIBITION

On the assumption that the function of the University is teaching and research, a staff member's University contributions should include not only the communication but also the advancement of knowledge. Given the length of the summer break, faculty members have little justification for lack of research accomplishment.

Although, in the short run, not all research leads to publication (performance/exhibition), it should be explicitly stated that the Faculty expects the fruits of research activity to materialize in formal publication. Publication of research findings, and display, performance, or publication of creative works ensure the wide dissemination of knowledge, and provide an opportunity for colleagues elsewhere to question, verify, and assess the new findings or insights. The Faculty will expect results stemming from a staff member's research activity as early as the mid-point of the assistant professor rank.

An assessment of a staff member's research (or equivalent scholarly or

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creative work) and publication poses some problems, but perhaps not of the same magnitude as those encountered in the assessment of his teaching. It is probably not always possible to make a sharp distinction between "research" and "professional" activity (as, for example, in the case of service as a consultant to research granting agencies), but where an activity involves research competence, it probably should be viewed as "research." Again, it is necessary to recognize here that the research function has a multiplicity of components, some usually more important than others, which must be comprehended in a chairman's overall appraisal.

For example, an assessment of research activity should take into account the quality and quantity of such indications of research as:

(1) Usually Primary in Importance:

- i Involvement in research or creative projects
- ii Presentation of research papers at professional meetings
- iii Involvement in commissioned assignments or contract research
- iv Development of new research techniques and procedures

(2) Usually Secondary in Importance:

- v Activity as a research or artistic consultant, assessor or reviewer for private and/or public agencies
- vi Holding of editorial office
- vii Service as a manuscript reader for publishers and journals
- viii Service as an external examiner
- ix Reception of research or Arts grants

Where formal publication/performance has resulted from research, assessment of quality should be made in light of certain facts clearly established. Since the Faculty of Arts is made up of three broad disciplinary areas, namely, the social sciences, humanities and fine arts, the nature of research involvement and form of publication will vary by disciplinary area, and sometimes by department within a disciplinary area. Whereas the social sciences and humanities in general tend to look for books and articles as the main products of research, the fine arts tend to look for performances,

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creative compositions of various kinds, and exhibitions as the main products of research. These differing forms of output, and some of the relevant questions of fact raised by each may be illustrated as follows:

(1) Publication

a. Books: Is it an original monograph, textbook, edited book, play, novel, poetry, composition? What is the degree of contribution?

b. Articles: Is the article original or responsive? Is it part of a dissertation? Does it overlap with other articles by the same author? Has it been anthologized? Is it in a refereed journal or publication? What is the nature of the journal or publication in which it appeared (major, minor, peripheral?)

(2) Creative Activity

a. Performance: What is the nature of involvement (that of director, conductor, designer, performer)? What are the nature, level and location of performance?

b. Creative Works: What is the nature of the work produced (e.g. performance of original composition or play etc.)? Where and at what level have performances of original works taken place? Is publication of the work appropriate, and if so, what attempts at publication have been made?

c. Exhibitions of visual arts: What is the nature of individual participation? Where? What is the status of exhibition?

Clearly, no uniform Faculty-wide measures can easily be established for the purpose of appraising research performance. The quality of a staff member's research productivity or creative activity will therefore be evaluated in the perspective provided by the scholarly or artistic standards of the discipline and/or department involved. The bases for such assessments will, however, be scrutinized by the FSPC.

In making an overall assessment of research performance, department chairmen should take into account not only the range and quality of research activity, but also the quality and quantity of its results, its originality,

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and its reception. The scholarly impact of the products of research may be determined by such indices as citations in other works, translations into other languages, and the degree to which an individual is known and recognized by peers in the profession. Also, in order not to penalize unduly staff members working on long-term projects, "work in progress" must be taken into account (especially in the case of those who have already established themselves by bringing such projects to successful conclusion in the past). However, department chairmen must present clear evidence that the work has progressed during the year under review, so as to make this a meaningful claim.

C. COMMITTEE AND ADMINISTRATIVE WORK

An academic appointment carries with it the expectation of some involvement on the part of staff members in committee and administrative work at the University. Clearly, effective administration is an essential ingredient for the smooth functioning of the University and the realization of its primary function.

Appraisals of committee and administrative work, while in the former case not, perhaps, always easy to make (unless the opinion of committee chairmen is sought), should where possible take into account such facts as the following:

i The various committees on which the individual serves
ii The role played in each (member or chairman)
iii Regularity of attendance at meetings and contribution to the work of the committee
iv Administrative offices held (Assoc. Chairman, Director of Grad. Program etc.)
v Other administrative responsibilities (e.g., co-ordination of an area of instruction).

In some cases, it may be significant to indicate whether the committee is standing or ad hoc, and whether the staff member was elected or appointed and by whom. Also, a consideration should be whether or not relief was given from teaching for administration.

In the overall assessment of a staff member's contributions in this

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area, the emphasis should be on the individual's effectiveness rather than the magnitude of involvement.

D. PROFESSIONAL AND PUBLIC ACTIVITIES

Examples of professional activities include: office-holding in professional associations and business management of a journal. Certain other activities will be viewed as "professional" or "research" according to whether or not research competence actually comes into play (See IIB, above).

There is a wide range of possible involvements in the area of "public activities." Among these are radio talks, T.V. programs, talks to lay groups and organizations, office-holding in non-professional organizations, participation in high school enrichment or similar programs, and participation in extension courses and programs. The guideline for identifying relevant public activities is that they should be only those activities that are directly related to the individual's University appointment, and exclude activities that are part of the personal life of a citizen. For example, they will include talks or outside committee work done because the individual is needed for the sake of his/her knowledge as an academic in a particular field, and exclude such activities as campaigning for, or holding office in government or community organizations.

III. IMPLEMENTATION OF POLICIES

The implementation of University policies and procedures for promotions and increments occurs at different levels. For most staff members, the departmental and Faculty levels are decisive. At both levels of decision, the aforementioned criteria are especially significant where such things as promotion, denial of merit increment, and awarding of multiple increments are under consideration. The application of the criteria, clearly, involves the exercise of judgment, and this continues to be the prerogative of department chairmen and the Committee, but it is desirable to establish common understandings on some critical questions, in order to reduce the number of difficulties and aid in

the establishment of uniform and high standards throughout the Faculty. Important issues involved in the application of merit criteria are addressed in the discussion that follows. It is illustrative rather than exhaustive, but it may prove helpful in dealing with situations which are not discussed explicitly here.

Given the diversity of disciplines and departments which exist in the Faculty, it is believed that departments are in the best position to determine, initially, for each stage and level in the rank structure, the quality of performance which is recognized by the full merit increment. To give effect to the fundamental Faculty assumption about the function of the University -- that contributions in teaching and research/creative activity will receive primary emphasis, although there can be a slight difference from department to department in the weighting given each factor -- contributions in administrative and committee work, and in professional and public activities will be taken into account, but they will be of secondary importance.

Both in theory and practice, current University policies and procedures for staff evaluation and advancement have resulted in the subsumption of a wide range of performance qualities within the limits of the full merit increment. In view of this, the advancement of staff members who, in successive years, fall in the upper range of "normal" performance for their respective rank-levels may be accelerated by occasional multiple increments. Contrariwise, the advancement of those individuals who, in successive years, fall in the lower range of "normal" performance for their respective rank-levels may be slowed down by the occasional awarding of a half merit increment. Suggested here is the concept of "cumulative demerit." These practices, if properly applied, can act as periodic corrective mechanisms and ensure the equitable distribution of rewards within the Faculty.

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Overall outstanding performance in the year under review is a basis for the awarding of extra merit increments. However, the quality of performance which qualifies a junior staff member for a double increment may qualify a more senior colleague for one-and-a-half increments. Likewise, the quality of performance commensurate with one-and-a-half merit increments for a junior staff member may result in the awarding of a normal merit increment for a more senior counterpart. Extra merit increments may be awarded in successive years, with the understanding that the standards required for multiple increments will become increasingly higher as one progresses through the ranks.

While departments have some flexibility in determining the range of academic performance that is recognized by the normal merit increment, the FSPC will carefully examine departmental assumptions as expressed in recommendations, with a view to correcting any imbalances which may lower Faculty standards or be disadvantageous to a staff member relative to colleagues in other departments. Also, the FSPC will ensure that the standards of excellence required for the awarding of extra merit increments will prevail throughout the Faculty.

Denial of merit increments may occur for various reasons and at different points in the rank structure. For example, a merit increment may be denied because of unsatisfactory performance, unpromotability, or lack of success in meeting the progressively higher levels of scholarship required for full merit increments at the more advanced rank-levels. Clearly, a denial of salary increment or promotion will not necessarily mean that a given staff member's University contribution is unappreciated. Although the academic contributions of those who are temporarily or permanently "plateaued" may indeed be needed and appreciated, the point often is that the nature and level of these contributions in a given year or over an extended period do not justify

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advancement beyond a certain rank-level. In effect, denial of full merit increment represents a "ceiling," whether temporary or permanent, for the staff member involved. Arrival at this ceiling may be preceded by the awarding of one or a series of half increments, which are sometimes used as a "warning" device. Half merit increments may also be used to slow down an individual's advancement through the ranks.

The Faculty expects staff members to contribute _regularly_ in _both_ teaching _and_ research -- the two areas of major emphasis. It is recognized that many staff members may to some degree emphasize one of these functions over the other. Some differential in emphasis on teaching and research is to be expected, if for no other reason than the difficulty of defining and maintaining an equal emphasis on each. A staff member may, however, face a critical problem if he/she neglects academic growth in one or the other of these two areas. For example, a staff member who lacks hard evidence of research and publication when being considered for promotion to the rank of associate professor may jeopardize his/her advancement. In order to be promoted, such an individual would have to be an _excellent_ teacher to make up for a deficiency in research. The evidence in support of "excellent" teaching must reflect exceptionally high performance in many of the components of teaching specified in IIA, above. Conversely, if a staff member's teaching is only minimally satisfactory, the research record would have to be of exceptional quality to effect promotion to the rank of associate professor.

An exceptional teacher, whose contributions in teaching span a wide range of relevant activities may, on the strength of the evidence produced by his/her chairman, be promoted to the rank of full professor -- even in the absence of research contributions of a substantial sort. But at this level, and for the purpose of promotion to full professor, "excellent" teaching has a special

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meaning and only few teachers merit the label. Conversely, an exceptional research scholar may be promoted to the rank of full professor even though his/her teaching may be minimally satisfactory. Again, the research contributions of such an individual would have to exceed in quality the high academic standards which the promotion implies when yoked, in the normal case, with good teaching.

Contributions in administrative and committee work, and in professional and public activities are valued functions and should be rewarded. They fall within the range of duties expected of members of the academic staff. In assessments of annual and cumulative performance, however, teaching and research will receive greater emphasis, as constituting the primary functions of the University. Although precise weights cannot be assigned, it is nevertheless possible to describe a number of considerations that affect the weighting of these criteria.

A. Where single increments are concerned (including the first (full) component of a multiple), the weighting is such that administration and professional/public activities cannot be paramount (i.e. will not compensate for substandard performance in research and teaching), although they can be decisive -- up or down -- in marginal cases.

B. Where multiples not involving promotion are concerned, the weighting is such that, provided the research and teaching requirements of the first (full) component have been met, administration and professional/public activities can be paramount (and not merely in otherwise marginal cases). Where promotion is involved, however, teaching and research will outweigh administration and professional/public activities in both the first (full) and accelerating components of the multiple.